

EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES

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LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS

PEREIRA

2017

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Trabajo de grado presentado como requisito para obtener el título de Licenciado en
Bilingüismo con Énfasis en Inglés

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ABSTRACT

The European Portfolio for Student Teachers of Languages (EPOSTL) is a document designed for teachers of languages who are starting their professional development. In this sense, these users reflect on skills and didactic knowledge through a set of 193 descriptors. In other words, those descriptors encourage the user to reflect on his/her role as a future teacher. What is more, the teacher is encouraged to reflect on his/ her personal expectations about their role as a teacher. Moreover, through the development of the questionnaire, the teacher supports her arguments based on relevant information by recognized authors of learning and teaching language.

In conclusion, this project aiming at the teacher reflect on different aspects of her future role as a language teacher and their capability to reflect on learning aspects in order to create an agreeable atmosphere in the learning environment. Additionally, while the teacher work in the document, she may reflect on these aspects. What is more, the teacher has the chance to make improvements in their professional development.

RESUMEN

El Portafolio Europeo para futuros profesores de idiomas (EPOSTL) es un documento diseñado para profesores de idiomas que están comenzando su vida profesional. Por consiguiente, los profesores reflexionan sobre habilidades y conocimiento didáctico a partir de una serie de descriptores. En otras palabras, estos descriptores animan al usuario a reflexionar en su rol como futuro docente. Además, el profesor es invitado a reflexionar en sus expectativas personales sobre su rol como docente. Además, en ciertas partes del desarrollo del documento, el profesor sustenta sus argumentos basados en información relevante de autores reconocidos en la enseñanza y aprendizaje del idioma.

Para concluir, este proyecto tiene como propósito que el profesor reflexione en diferentes aspectos de su futuro papel como docente de idiomas, y su capacidad para reflexionar sobre aspectos del aprendizaje para crear una atmosfera agradable en el ambiente de aprendizaje. Adicionalmente, mientras el profesor desarrolla el documento, puede reflexionar en dichos aspectos teniendo la oportunidad de hacer mejoramiento en su papel de la enseñanza y en el aprendizaje del idioma.

1. RATIONALE

One of the crucial features as teachers is become a reflective one, who is aware of their relevant function in society. Similarly, the field of learning should be an essential concern for teachers, since it is the core of their role in their assistance of the future learners' development. That is, the teacher is a fundamental key in students' learning process, thus it is their responsibility to become aware of their teaching development as their responsibility in the development of learning in the students.

Consequently, the present project intends to the English teacher reflect on different aspects of her teaching competences from the Colombian context. What is more, the teacher employs her teaching background in the learning setting where she is working on and adapt some cultural aspects according to her role as a teacher for making the students aware of those cultural differences. On the other hand, this document was developed through a diverse set of descriptors related to teaching competences. In this respect, the teacher supported the development of the document by teaching and learning theories and their own teaching knowledge.

This work was developed to obtain the degree of Licenciado en Bilingüismo con Énfasis en Inglés from Universidad Tecnológica de Pereira. In this sense, the development of this project was relevant to consider aspects that as a teacher I was not completely aware, such as cross –curricular aspects. As a result, the development of this project raised my concern related to those aspects that are essential in my role as a foreign language teacher.

In conclusion, the development of this project had as objective to reflect on different teaching aspects through the competences the teacher has developed on her teaching learning

process. In like manner, the teacher was aware of aspects such as material design, activities to carry out in the classroom according to the students' needs, and language skills, and so forth. Besides, the facilitator reflected on these teaching aspects supported by relevant teaching and learning theories that raised her awareness about their professional and social responsibility. In other words, the teacher had the chance of reflecting on teaching aspects that she was not totally aware of before developing this project. As a result, the facilitator increased awareness on her future role as a teacher and the crucial decisions she should make in order to be the expected professional in the teaching field.

2. OBJECTIVES

- To encourage the teacher to reflect on diverse aspects of teaching supported by the knowledge acquired through her teaching development process.
- To boost the teacher concern on different teaching situations to what he probably will be exposed to.
- To encourage the student teacher to work in specific teaching aspects in which she might have weaknesses.

3. DESCRIPTORS

A. Personal Statement

1. As learners of language in school, you already have had a lot of contact with teaching.

What aspects – teacher’s qualities, practices etc. – of your own language teaching might influence how you wish or do not wish to teach?

Experiences of being taught

Positive

Some of the relevant aspects that might influence positively as I wish to teach are concerning with the type of activities and material designed according to the student’s needs, given that it is one of the essential cores of learning process. Additionally, it is crucial to support students in the development of their motivation for learning the language. In that sense, the design of lessons should be one of the major features in teaching to achieve on students’ motivation and autonomy to learn. In order to reach what I want my students achieve, it is important to trace clear goals considering those student’s needs that actually contribute in the development of positive experiences for learners. Furthermore, the use of pertinent strategies and techniques that help students to acquire the foreign language in a more awareness style, will influence positively the way I wish to teach.

Negative

One of the negative aspects that might inhibit the way I wish to teach, are factors such as the tone of voice, body language, time management, classroom management. Since, those are factors that are important components of teaching. In spite of this, it is fundamental to be more aware of those factors improving them. With this in mind, I consider that it is

indispensable to look for strategies related with those previous factors that contribute with positive results in my teaching process. Besides, the immersion in real teaching contexts that may provide me with experience in the field of teaching to strengthen in those type of teaching elements. Indeed, being aware of those elements will make active and motivational classes for students. Another relevant factor that needs for improvement is the engaging activities that provide student's interest by the lesson that is going to be addressed. In this way, the class becomes more attractive for students that increases 'students desire for predict what is going to happen later on.

2. a) What aspects of teaching are you most looking forward to?

First, I expect to contribute positively in student's life through the language. Producing in those students a positive impact that support them to be better being humans and people for the society. In other words, providing in those students tools and strategies that provide them pleasure for learning English as a foreign language. Due to the fact that, as a professional and as an educator is my responsibility to guide learners not only in learning English as a Foreign language, but also in other relevant parts of their personal criterion, it is important instilling in students self-awareness about the society in which they live in and in the specific context they habit. Secondly, I look forward to be an innovative teacher that actually employ from a positive fashion, what I acquired in all my professional development. And finally, I look forward to be a reflective facilitator understanding that teaching and learning requirements are continually changing for the education benefit. And as a teacher is part of my professional development to be in accordance with the new methodologies and important aspects of education to enhance the perspective about teaching and learning in the specific context I was developing my profession as a teacher.

b) What aspects of teaching are you least looking forward to?

What I least look forward to, is to deal with violent educational contexts in which the situation becomes an unmanageable environment. Moreover, disrupting behavior would be a relevant issue in the learning environment.

3. Expectations of your teacher education course**a) What do you expect most from your teacher education?**

What I most expect from my teacher education is to apply all positive aspects that I acquired and learned in my personal process. Similarly, I expect to be a competent teacher that guide learners from a realistic perspective about their academic and personal growing. In other words, not only imparting information, but developing on them abilities that actually help them to be competent individuals for society with clear objectives that allow them to find solutions to a specific problem in a future. Also, I expect to be one that use a variety of classroom and instructional strategies, including effective modeling to encourage students' development of critical thinking, problem solving, cooperative learning and appropriate interaction in the classroom.

b) What do you want most from your teacher education?

What I want most from my teacher education is to become a teacher that their actual concern is to contribute to education from a more humanistic perspective more than for an obligation as a teacher.

c) What do you think that your teacher educators expect from you?

I think that they expect from me a competent teacher that acts as a professional in what I have been trained. Additionally, they expect that as a professional and as a teacher I was able to face and to solve any situation from a professional perspective.

4. How important do you consider the following for a language teacher? Add your own ideas.

Discuss with a partner and give reasons for your choices.

How important?

not very important

1. Designing good material, activities and lessons
2. Focus the attention on student's needs
3. Cooperating with others
4. Good organizational skills
5. Giving rapport to students

6. Being able to explain grammar
7. More feedback sessions
8. Using accurately time management
9. Development of the communicative language skills
10. Producing the students' self-awareness about learning

4. CONTEXT

A. Curriculum

1. I can understand the requirements set in national and local curricula.

I can. Because, the understanding of, both, national, and local requirements, demands our understanding of them in order to design the lessons that would be developed in class. For instance, the use of “*Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*” encompass the communicative competences that a specific grade is expected to achieve at the end of a course and what learners will be able to do in a specific situation. On the other hand, the requirements of the local curricula are also managed according to a specific institution and the demands of it.

2. I can design language courses around the requirements of the national and local curricula.

I can. Because a considerable part of my training process to become a teacher, I have experienced some courses that have provided me familiarity with those requirements. As a result, I have been exposed to the design of lessons to gain expertise on the use of them.

3. I can understand the principles formulated in relevant European documents (e.g. Common European Framework of Reference, European Language Portfolio).

I can. The CEFR are a set of standards whose aim is to measure the level of comprehension in oral and writing abilities in a language. Additionally, it provides a set of guidelines, skills and knowledge about what a user of the language should know in order to use it communicatively at any given context. In other words, the Common European Framework of Reference's document, seeks the learner or user of the language develop a broader knowledge in declarative knowledge (faire), that is related with the world knowledge, Skills and abilities (know-faire) and the existential competence (savoir- être). It also defines the levels of proficiency the language that allow to verify the students' progress at each stage the enable learners to check the progress of the students at each stage of learning.

4. I can understand and integrate content of European documents (e.g. Common European Framework of Reference, European Language Portfolio) as appropriate in my teaching.

I can. In the Colombian context it is mainly employed, the Common European Framework of Reference. Since it includes relevant information about the skills and abilities students should know use in a specific level of proficiency. In that sense, it is of relevant concern when some situations deal with the aim of providing students' learning achievements in the language.

B. Aims and Needs

1. I can understand the personal, intellectual and cultural value of learning other languages.

I can. One of the relevant factors in learning a language is the awareness of the target language culture. With this in mind, some authors have supported the importance students

recognize the differences between the home culture and the culture of the foreign language learning. According to Paterson and Coltrane (2003), students should know that behaviors and other cultural aspects that are appropriate in their own speech community may be perceived differently by members of the other culture. Additionally, learners have to recognize that, in order for communication to be successful, language use must be associated with other culturally appropriate behavior. Moreover Paterson and Coltrane (2003) states that, cultural information should be presented in a nonjudgmental fashion that does not create on student's value or judgment on distinctions between the students' native culture and the culture explored in the classroom. Similarly, Cakir (2006) argues that, the native language is learned along with the ways and attitudes of the social group, and these ways and attitudes find expression through the social group. Learning to understand a foreign culture should help students of another language to use words and expressions more skillfully and authentically; to understand levels of language and situationally appropriate; to act naturally with persons of the other culture, while recognizing and accepting their different reactions, and to help speakers of other tongues feel at home in the students' own culture. In other words, students should recognize the most important cultural factors that may affect the communication and behaviors with the target language's culture.

2. I can take account of overall, long-term aims based on needs and expectations.

I can. Since each learner is unique, it is important to take into account student's learning styles, previous experience and the level of language proficiency the student brings to the learning process. Under those circumstances, it is indispensable to state a specific long-term aims according to students' needs and expectations to provide successful progress in their learning development.

3. I can take into account differing motivations for learning another language.

I can take into account differing motivations for learning another language. Dornyei (2012), argues that, if a student lacks of sufficient motivation, even the individual has the most remarkable abilities cannot accomplish long-term goals. Moreover, although had an appropriate curricula and good teaching enough on their own to ensure student achievement, the learner did not achieve high results in learning. On the other hand, high motivation can supplement considerable deficiencies in both language aptitude and learning conditions. Additionally, Gilakjani, Gilakjani and Sabouri (2012) state that the success of any activity usually depends on the effort an individual establishes to attain their purpose and their desire for reaching it. Thus, motivation is “the impulse that generates the action” Gilakjani, Gilakjani and Sabouri (2012, p.1). Correspondingly, Harmer (2011) distinguishes between two kinds of motivation. Extrinsic motivation that is caused by some outside factors such as the motivation that students bring into the classroom from outside. Intrinsic motivation, on the other hand, comes from within the individual. In other words, it is the kind of motivation that is generated by what happens inside the classroom.

4. I can take into account the cognitive needs of learners (problem solving, drive for communication, acquiring knowledge etc.).

I can. Due to the fact that, the main goal in learning is the acquisition of knowledge, it is important to take into account the cognitive needs students bring into the classroom. In that way, to create clear content and objectives that provide a broad set of knowledge. Additionally, it is relevant to create different activities and strategies to assist learners in their process of fulfill those cognitive gaps. For instance, we need to bear in mind the use of purposeful activities that contribute to stimulate students' curiosity that encourage them to

explore the world around them. Besides, strategies that help learner to acquire new experiences in the learning process. And finally, the use of positive factors such as rapport, praising and feedback to increase in students self-confidence and desire for learning.

5. I can take into account the affective needs of learners (sense of achievement, enjoyment etc.).

I can. Certainly, affective factors play an important role in learning. Therefore, to fulfill those affective gaps it is necessary as teacher to create an effective learning environment learners. As a case in point, to create a harmonic environment in the classroom which promotes motivation and pleasure for learning. For example, the design of interesting material and lessons that help students to feel confident about the language. In addition, it provides students space to interact with one another and to foster students' self-confidence. As I said in the previous question, to provide to students praising for their achievements and opportunities for interaction. And to provide them a more autonomous learning.

6. I can take into account and assess the expectations and impact of educational stakeholders (employers, parents, funding agencies etc.).

No I cannot. I do not have any coherent and clear argument to support this question. Hence, it is not appropriate for me to give an answer based on false assumptions.

7. I can take into account attainment target levels set in curricula (e.g. deriving from the *Common European Framework of Reference*).

I can. Since this document is a central point for analyzing the achievements students may reach at a specific point of their process. In this sense, the CEFR provide relevant information to identify the achievements students accomplished, and the positive and negative teaching results for that specific period.

C. The Role of the Language Teacher**1. I can promote the value and benefits of language learning to learners, parents and others.**

I can. In fact, as a language teacher it is part of my responsibility to raise awareness in the community about the relevance of language learning. Because it ameliorates students response to the language and creates in the community a positive concept about the language itself and the broader opportunities it offers.

2. I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds.

I can. First, because it is vital in the integration of different cultures and the value of each one of them. Secondly, because as teacher I have to promote respect for other cultures in the learning environment, regarding that all the cultures acts as one. Third, it is essential as teacher understand the cultures students bring into the classroom for promoting an environment of cultural understanding in order to avoid disrupting behavior. According to Lynch (2012), to “provide students with an opportunity to share stories of their home life, such as family holiday practices, provides fellow students with a window into their peer’s cultural traditions”.

3. I can take into account the knowledge of other languages learners may already possess and help them to build on this knowledge when learning additional languages.

I can. Because students with knowledge of other languages have had broad experience in the acquisition of them. With this in mind, the experience they have acquired, give them

insights of how languages works as a result, they may have successful results learning other one.

4. I can draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide my teaching.

I can. The main matter of teaching has to do with theory and other aspects relating the teaching and learning of language. In this sense, to create an actual process of learning, it is crucial the use of those kind of resources.

5. I can critically assess my teaching on the basis of experience, learner feedback and learning outcomes and adapt it accordingly.

Yes I can. It is possible becoming aware of my teaching performance because a good teacher is a one critic of her/his own results. Indeed, it is important to have into account learner feedback and learning outcomes to ameliorate the lessons and the activities and the outcomes that I may expect my students attain.

6. I can critically assess my teaching in relation to theoretical principles.

I can. Because theoretical principles have specific information about teaching. So, it might provide me with insights about what is going well or what I need to ameliorate in order to have more concrete results.

7. I can accept feedback from my peers and mentors and build this into my teaching.

I can. No doubt that, when I accept feedback of my peers and mentors it makes me to recognize some positive but also negative factors about my teaching process. Conversely, it help me to consider parts of my teaching process to improve on them.

8. I can observe my peers, recognize different methodological aspects of their teaching and offer them constructive feedback.

I can. It is relevant to inform our peers about something they do not have realize yet and might fundamental to work on that specific aspect. That is to say, as teacher I have certain experience in different methodological aspects that make me able to recognize some negative aspects that may lead to unexpected results. In this sense, I can contribute positively in the consideration teaching process.

9. I can locate relevant articles, journals and research findings relating to aspects of teaching and learning.

I can. Given that there are many web sites and virtual libraries that offer reliable information about teaching and learning, I can to have access to relevant information that contribute to my professional development.

10. I can identify and investigate specific pedagogical/ didactic issues related to my learners or my teaching in the form of action research.

I can. I have the opportunity to look for deep information and sometimes I can search for information that I need to have a notion of a specific pedagogical issue that I do not manage in order to increase my perception about it.

D. Institutional Resources and Constraints

1. I can assess how I might use the resources available in my school (OHP, computers, library etc.).

I can. However it is important to get information from the institution personal to have a notion about the rules and resources the school have to consider use them in my classes.

2. I can recognize the organizational constraints and resource limitations existent at my school and adapt my teaching accordingly.

I can. I can talk with the authorities of the school to have information about the agreements to access to information I need.

5. METHODOLOGY

A. Speaking/Spoken Interaction

1. I can create a supportive atmosphere that invites learners to take part in speaking activities.

I can. Due to the fact that, speaking skill is crucial in the communicative competence, it is relevant to create activities that contribute to an atmospheric learning environment. Therefore, role plays are crucial to practice the speaking skill since students are assigned specific roles to perform the activity that they may eventually encounter in real context. Such as, talking about an exam, introducing to someone, and so forth. Similarly, the vocabulary and other aspects performed in those type of activities increase considerably learner's language. Besides, the role that each student has in the role play activity provides them with practice and opportunities to develop their sociolinguistic competence.

2. I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.

I can. Depending on learners' needs and student's level, I can select interactional activities that support students while they are learning the language. For instance, I can make use of debates, dialogs, discussion groups, and so on. As a result, students practice speaking and become aware of pronunciation, vocabulary, intonation, etc.

3. I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.

I can. In order to encourage learners to interact in the foreign language, it is important to evaluate what type of activities and materials might be used in order to develop a specific type of interaction at a specific level. Because it is not the same students practice speaking without them know what type of interaction the teacher is asking for. For instance, it is different interactional activities about opinions than a speaking activity about culture. Hence, it is important to select the most accurate activities for those type of interactions that I want learners to perform in the classroom.

4. I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).

I can. Given that, all situations are different, the appropriate selection of the material is relevant to each situation. Under those circumstances, according to the activity I wanted to accomplish in the classroom, I must select or design the type of speaking or interactional activity. As an illustration, a topic related to social matter or real context demands the analysis of the topic and task in order to select the activity that fits with that topic. Therefore, depending on the topic, it would be a role play or a discussion.

5. I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.).

I can. Considering that, most of the interactions are basically carried out by answering calls, interacting with people through video calls, or by writing an e-mail, it is relevant that

students recognize the use of different type of texts and their structures in order to develop some basic abilities when they are exposed to those type of situations in real contexts.

6. I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).

I can. The design of materials to stimulate speaking are relevant by reflecting on the type of the material that I need to offer students interesting language content. Hence, audiovisual material needs first to be evaluated in order to offer students useful materials that actually help them to develop speaking abilities. Similarly, authentic material demands the teacher analyses students' level of proficiency in order to select the authentic material that students need.

7. I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.

I can. Given that students will use the language in order to communicate in real contexts, it is important students experience activities evolving real situations. However, to make the experience significant, I have to increase student's motivation. In this sense, the use of discussions related with culture, student's hobbies, sports, movies, and so on, will attract student's curiosity for using the language communicatively. Moreover, when talking about culture, I will be aware of appropriate utterances regarding the social context students are learning the language or the context what students are going to talk about.

8. I can evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.).

I can. It is necessary to offer students different opportunities to make them aware of formal and informal language, and so on. In this sense, the selection of activities must be first evaluated in order to expose students to actual productive activities. In this sense, it is relevant the use of the language using events or situation about real context. Moreover, as a teacher, I must bear in mind the grammatical structure for each kind of activity in terms of formal or informal language that I wanted students produce. As a result, when students are involved in activities related to real situations, make them aware of the accurate use of both formal and informal language, etc. Since real situations make learners use the language in real situations which provide them with substantial resources about a conversation in a real situation.

9. I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc.) when engaging in spoken interaction.

I can. Given that communication strategies are important at the moment of performing a conversation, students need to understand that there are some communication strategies that strengthen the spoken interactions. Under those circumstances, when students are going to use the language communicatively (conversations, dialogs, and so on) I should address communication strategies according to the specific spoken interaction I want the students produce. One of those strategies might be, to expose students to talk about the topic developed before and give them some instructions in order to them use communication strategies.

10. I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language.

I can. In fact, the use of certain activities may be used regarding the specific language topic and the situation as a teacher I wanted students perform. In this sense, I might evaluate and select certain techniques to support students in the appropriate pronunciation of some sounds in the target language. As an illustration, whether I am teaching modal verbs students might not be able to produce the accurate sound of should. In this situation, it is important to provide students with certain material such as songs, reading, short conversations that include the sound /ʃ/. Additionally, as a teacher, I would make emphasis in the pronunciation such sound in order to make students aware of the appropriate pronunciation of it.

11. I can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation.

I can. Regarding that those three aspects are relevant in language communication, it is indispensable to support students with essential material that provide learners with clarity about those aspects. In this sense, depending on the activity I wanted the students develop I might use a chart as a hand out in order to make learners aware of stress features. For instance, the chart might contain two columns according to the syllable words I wanted students become aware of. Besides, at the top of each, I would write the numbers 1 and 2, to represent each syllable, but in each column, I would put one of the numbers that should be underlined to show students the syllable that is stressed. Moreover, I would provide students certain words (it would be sailboat, funny, candle, pencil, water, and so on), and I would ask students to place each in the corresponding column. On the other hand, intonation might carry on giving learners certain questions they already manage in order to students evaluate them. For instance, telling them they must indicate whether each has a rising or falling intonation. As an illustration, the questions would be, did you remember to buy the milk? Or where did

you buy that? Another option would be to use intonation supported by feelings in which students should read a sentence out loud and make sure they convey the right feeling. For instance, say, “I have something to tell you” in a way that conveys that it is a serious matter that worries you, and you’re nervous talking about it. In order to practice stress, I can ask students to listen an audio and give them some strips sentences with some words in bold in order to the students recognize that the content words in bold are stressed more than the rest of the sentence. For instance, I have never liked the color red.

12. I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).

I can. An appropriate activity to encourage students to practice word choice and use more precise words is “do not repeat” However, to perform this activity it is necessary to take into account students level. In this sense, I could use it with a third or fourth grade. First, I would give to learners a specific topic such as the weather, or food. Second, students are challenged to write five sentences about the topic, but they may not repeat words more than one time. In this sense, students are encouraged to use precise verbs, and adjectives to express what they want to. In brief, children will begin to vary the structure of their sentences.

B. Writing/Written Interaction

1. I can evaluate and select meaningful activities to encourage learners to develop their creative potential.

I can. I am be able to create meaningful activities to develop students’ creative potential. I can do this by asking them to do some tasks like, solving problems about real situations, to ask them for performing drama in an audience, etc. In this way, students will

improve their learning language and they would be more confident for being exposed in the context.

2. I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc.).

I can. One of those activities is the use of models in order to the students be familiarized with the accurate way wherein is written a specific type of text whether formal or informal. For instance, once I have given students a clear explanation about relevant information used in a formal letter (type of greetings for formal and informal letters, subject, introduction, body, conclusion and so on), then I can provide learners with an activity in order to students practice the structure of a letter or a story. Under those order of ideas, students are given several strips with the structure of a specific type of text (a letter, reports, and so on), in which they are going to interlock orderly the small strips in order to organize the text. Finally, I can use an extra activity in which according to the previous input, students should write their own text but supported by a model given by the teacher in order to students creates a final product(a letter, a report, and so on).

3. I can evaluate and select texts in a variety of text types to function as good examples for the learners' writing.

I can to evaluate the type of texts that I need, since I have to take into account mainly, learner's needs and other factors like student's level and age in order to provide students with relevant material and information for writing. To illustrate, whether I have a fourth- grade group, then I have to select texts like short stories, fables that on certain occasions may have

reference to responsibility, abilities, respect to others, etc. In this way, students not only learn the appropriate way for structuring a piece of writing, but they also become aware of relevant information related with respect by others. In other words, as a teacher I have first to reflect on crucial students' factors (age, needs, interests, and so on), before selecting text types for writing to the students.

4. I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.).

I can. A crucial aspect to select material to stimulate writing is to take into account the type of materials I need to a specific level of proficiency. Second, students' interests are also relevant at the moment of selecting writing material, given that it increases students' motivation and interest for learning, mainly for developing the writing skill. In this sense, the use of movies, games, videos related to cultural aspects (greetings, gestures, preferences, etc.), and authentic material related to music, comics, environmental issues, sports, and so on, increase student's interest for learning. According to Maroko (2010), authentic material provides innovative activities to the classroom and offer a more productive approach to teaching. Additionally, students have the opportunity to practice in real context what they learnt in the classroom. Likewise, authentic material increase students pleasure for learning and increase students' motivation. Furthermore, according to the same author "Authentic materials, therefore succeed in connecting the classroom to the outside world and bringing the outside world to the artificiality of the classroom" (p.9). In other words, authentic material increases students' motivation and they are exposed to more real information to learn the language.

5. I can evaluate and select activities which help learners to participate in written exchanges (emails, job applications etc.) and to initiate or respond to texts appropriately.

I can select activities which suit with students interests. For instance, selecting real examples about different situations, like invitations in which students will follow the correct structure it is written. In consequence, I can first select basic activities before continues with more challenging one. For instance, I can select a variety of invitation cards (for birthdays, first communion, and so on) in order to students become aware of specific information according to the information they want to transmit by written. Before students are exposed to those basic activities, then I continue providing to them more sophisticated activities and formats which demand students learn more advanced vocabulary. Such as, email models, job applications, etc., that encourage them to write to someone else and respond accurately to those type of real situations. In brief, exist a certain amount of activities that as a teacher I can select and evaluate before exposing students to new learning experiences.

6. I can help learners to gather and share information for their writing tasks.

I can. As a teacher, I can offer students strategies that assist them at the moment of looking for information to a specific written activity. As an illustration and depending on the students' level, I can ask students to complete a simple format with information related to personal information. Thus, I can provide learners with strategies related to the way they should fill the format or a basic document, even I can ask learners to gather information in pairs about a specific topic such as vacations. Then, each pair shares the information required for the task. However, I employ relevant material which supports the students' work.

7. I can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.).

I can. In order to students develop abilities for writing, it essential to expose them to a certain type of learning techniques. In this sense, it is my responsibility as a teacher to support them with ideas they may implement in their learning. To illustrate, I can assist learners with material such as graphic organizers, highlight key concepts, brainstorming and so on. As a matter of fact, there are several creative models, as hamburger, spider, hot dog, tree designs that make planning and structuring written texts, more pleasant for students and more practical for organizing the information of a written task. However, in order to those techniques become usefulness, it is crucial to lead students to practice it by presenting a model in which they realize how those techniques work.

8. I can help learners to monitor, reflect on, edit and improve their own writing.

I can. Given that, one of the most important aspects in writing is that it is a process that requires organization, it is necessary to assist them with certain information in which they are able to create a satisfactory product. For instance, I can employ a space in some of the classes to assist learners in writing. To give an illustration, I can ask learners to share their written texts among them in order to their peers give them feedback about vocabulary, sentence structure, and so on. Then, I can provide specific words such as happy, good, angry, and explain to them that there are some similar words they can use in a written text in order to replace those common words. In this sense, I can use a chart with those words and its similar word meaning (happy: cheerful, excited, and so on). Moreover, I can ask students to go back to the text for making corrections related to spelling mistakes, capital

letter, grammar structure, by giving them some clear examples(written text with mistakes and its corrections) in order to learners organize their own.

9. I can use peer-assessment and feedback to assist the writing process.

I can. Depending on student's level, I can use a different type of rubrics with a variety of designs. For instance, for basic levels, I can employ rubrics with basic information related to what I want students to realize about their written product. Similarly, instead of using scores I can design rubrics with certain features in order to facilitate student's comprehension. To illustrate, those rubrics may include happy faces which would represent positive achievements and sad faces which might represent the need for improvement in order to students score their peers in an accurate way. Likewise, I can design rubrics in which the type of observations done by learners for their peers are classified by a specific color (red for information that needs improvement, green for accurate information, and so on). Analogous to the previous, some rubrics may be designed with yes/ no questions, such as the text includes capital letter, correct spelling, and so on. Conversely, whether student's level is higher, I can design type of rubrics with a scale of numbers from three to five in which the students according to some statements asses their peers. Eventually, I can provide students with a list of common symbols such as WO: word order, P: punctuation, in which students implement them to highlight the type of mistake in their peer's texts.

10. I can use a variety of techniques to help learners to develop awareness of the structure, coherence, and cohesion of a text and produce texts accordingly.

I can. As a teacher, I should create certain strategies like choose a reading type and introduce the text to the learners. Then, I can explain students the idea that as specific text

type has organizational patterns called text structures. However, I can use some designed activities in order to students understand what it means. For instance, introducing a common text structure including description, sequence, problem and a solution, cause and effect and in some cases, compare and contrast. At the same time, I can model a graphic organizer to chart the text structure. As an illustration, I can present students a graphic organizer that provides some options such as chronological structure and some charts in which students should write additional details, or to write main and secondary ideas, advantages and disadvantages, and so on. Lastly, I can have students practicing texts writing a paragraph that follow a specific text structure.

11. I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.

I can offer students certain games in which they have the chance of practicing spelling patterns and irregular spelling. Even though, in order to make the technique appropriate for students, I have to use a different type of techniques depending on students' level. In this sense, I can employ a chart with words that look like; specifically, some particular spelling patterns to look for, such as /ea/ in which bead, bread, dead, great and read are the words that students are going to work with. Thereafter, I will ask the learners work on that chart identifying and underlining the /ea/ spelling pattern in each word. Then, learners should say the words and group them according to their pronunciation (bread, read, treat) to become students aware of spelling patterns. Another technique would be the use of spelling patterns ends supported by images related to the words. For instance, a book image and its singular word (book) then, books image and its plural name (books). In this way, the learners may see the differences between those words. Similarly, I can use worksheets to make learners aware

of irregular spelling as worksheets related with a mouse and its singular noun (mouse) and its plural (mice), and so on.

12. I can evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.).

I can. I am able to evaluate activities that students need to be exposed in order to achieve relevant outcomes in writing. Similarly, I am able to select written activities; such as, discovering conjunctions, discovering verbs, antonyms and synonyms, and so on. For instance, using printable material, images, slides, games, and role plays. To illustrate, I can ask students to work in pairs and create a dialogue in which they should employ and, but, yet, so conjunctions in order to practice connectors, then, they should write about any topic using those conjunctions.

C. Listening

1. I can select texts appropriate to the needs, interests and language level of the learners.

I can. Given that, the core of lessons should be the learners, it is indispensable those aspects that become crucial to students achieve a specific learning goal. Therefore, depending on the learning subject, I can select texts which encourage students to use the language and to have success on learning. On the other hand, I have to consider students motivation. According to Wieman (2013), “It is important to recognize that motivating learning is a central element of good teaching” (p.1). In other words, the use of significant methods and materials, contribute to students’ motivation in advance. Hence, the use of essential texts that engage students in learning becomes a central aspect of language learning. Thus, I can select texts related with the context of the target language that provides

students the chance to learn not only about the language but also about both the culture of the mother tongue and the culture of the target language. Additionally, I can select text materials related to learners' interests such as technology, (robots, networks, applications, etc.), music, sports and so on. All in all, students have the chance of learning the foreign language in a more realistic environment according to their language level.

2. I can provide a range of pre-listening activities which help learners to orientate themselves to a text.

I can. Considering that, listening is one of the most relevant skills in language, it is essential to expose learners to different types of pre-listening activities. According to Brown (2006), listening is demanding when it has to do with another language, however, it is a fact of activating students' prior knowledge. In this sense, the author maintains that it is necessary to assist students to "organize their learning by thinking about their purposes for listening" (p.1). Additionally, due to listening is a demanding skill, teachers need to reflect on detail about designing or offering students achievable activities with engaging content. That is, as a teacher I should consider the type of pre-listening activities that provide students with success in listening abilities. In this sense, I can provide pre-listening activities such as what's your guess? In which I can present to learners images to help students to find the listening topic. Next, students may write certain pre-listening comprehension questions, then they are exposed to the listening activity in order to them check whether their questions were answered. Besides, I am able to address activities in which the learners look for word meaning related to the listening exercise that is going to be accomplished. In short, there are an amount of activities I can offer to students in order to strengthen their listening abilities.

3. I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.

I can. In order to students becomes motivated in a text when listening, I can employ some strategies such as students recognize or discriminate specific aspects of the message, like sounds or keywords. Moreover, I can ask learners to go over the instructions for the activity in order to expect what is going on. Besides, I can stop the tape script and make some questions related to the listening topic. For instance, whether the topic is about a story, I can ask questions such as what do you consider is going to happen with the main characters? Where could they be? Etc.

4. I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information etc.)

I can. For instance, I can design worksheets related to subjects accomplished in class before. Those worksheets may include activities with information in which students may tell about the main story line, whether the speakers is expressing a positive or negative opinion or whether speakers agree with each other. Furthermore, I can employ authentic material in order to design listening activities supported by videos, movies, television programs, news reports wherein it may developed activities for specific information. For instance, a situation wherein some people talk about an appointment with some friends, in this case, I can ask questions, such as where have the speakers decided to meet, or where are they going to? And so on.

5. I can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.).

I can design activities that fit with real context since it is the main resource students should be exposed in order to be able to use the language communicatively. As an illustration, I may design role plays wherein students could be asked to talk about any subject about real context (a casual encounter, talking about the presentation of an exam or talking about a travel to another city). Equally, I can design activities in which the focus would be a television program in order to learners realize the tone of voice and intonation native speakers use in a specific situation. In addition, learners may identify certain expressions and colloquial language in a video or in a conversation performed by native speakers. Given that, in real situations student might be exposed to formal conversations, I can design certain formal conversation including greetings, questions asking for information in which in pairs or in small groups they perform the activity. Further, I can design some activities such as formal and informal phone conversations wherein students identify the differences between both situations.

6. I can help learners to apply strategies to cope with typical aspects of spoken language (Background noise, redundancy etc.).

I can. In order to overcome with aspects of spoken language like background noise, I can assist students with strategies that increase their self- awareness about those aspects by emphasizing the control of tone of voice, body language, turn taking, and so forth. Therefore, as a teacher, I may apply some strategies dividing students into small groups and

providing to each group a subject in which they are asked to respect turn taking, to talk in an appropriate way in order to all their peers may listen to them.

7. I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.

I can. In order to learners understand difficult and unknown vocabulary of a text, I can ask students to focus on the text context. That is to say, while learners read the text, they should guess the meaning of unknown words by some clues offered by the text itself before referring to the dictionary. Next, students may be asked to work on a worksheet in which they can see the same words in order to familiarize students with those unknown words used in another context. Nevertheless, when students have some difficulties dealing with vocabulary from a text, it is necessary to apply other strategies. For instance, students may highlight the difficult words with a color in order to identify them and make use of a bilingual or monolingual dictionary. However, to look for words in the dictionary demands students know to use it. Consequently, I can create an activity in which the learners looking for unknown words from a text in the dictionary, but becoming aware of the varied meanings a word may have. Under the circumstances, I may ask to them look for those difficult words in the dictionary but writing the different meanings it has depending on whether it is a synonym, a noun, a verb or an adverb. As a result, students would be aware of different meanings a word may have and to learn in advance about it. Another strategy I may employ is to use images related to unknown words from a text students are going to work on. In this sense, students may internalize the meaning of the word by making the relation between the image and the word.

8. I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.

I can. In order to offer students post-listening activities, I can select charts and diagrams to underline the information students previously acquired by the listening activity. Besides, learners may write a composition based on their own opinion about the content of the listening text. Furthermore, students practice writing, grammar, and vocabulary while they develop the task. Another post-listening task would be the learners summarize orally the main ideas of the listening at a time learners practice the speaking skill. Moreover, I can select some listening tasks in which students take notes about the listening activity in order to provide listening comprehension. Similarly, a listening task for students would be the use of discussions in which students should talk about advantages and disadvantages about the listening subject.

D. Reading

1. I can select texts appropriate to the needs, interests and language level of the learners.

I can. I am capable of select texts referring to students' interests. For instance, video games, sports, movies, fashion, comics, technology, and healthy habits that engage students in reading activities. However, those texts related to student's interest have to be also fit with students' needs and students' level. In this way, I can select texts related with respect for others, self-esteem, and aspects related to the language such as grammar, vocabulary, pronunciation, listening, and so forth. To illustrate, whether I have a primary grade, and they need to know how works adjectives on a sentence, then I should provide some simple texts in which the students practice the use of adjectives into a sentence. Equally important,

whether students make mistakes about the use of irregular verbs, I have to offer them texts in which they can realize the differences and the situations those verbs work on a text or a sentence.

2. I can provide a range of pre-reading activities to help learners to orientate themselves to a text.

I can. According to Haque (2010), a reader who are exposed to a text with no expectations about it, probably he comprehends merely isolated words or sentences from the text however the general meaning may be confusing for the reader. For this reason, given that some topics may be unfamiliar to learners, I can provide students with visual aids like pictures related to the topic of the text. For instance, whether the text subject is about vacations I may present the title of the text and some images related to the sea, beach, drinks, palm tree, and so on. , I may ask some questions in order to students predict what the text is going to be about. Likewise, I can provide activities in which I may ask students what they already know about the topic. As an illustration, I can provide students a text about eating disorder and ask questions such as do you know what eating disorder means? And so forth. However, those types of activities depend on the level of students in order to the activity be successful for the learning purpose. Similarly, I can provide a text about advantages/ disadvantages or cause and effect. In this case, I should support students understanding by presenting them some examples of advantages/ disadvantages in order to learners identify those key concepts when reading the text. I can also to write on the board five words from the text and ask the students to guess the topic. For instance, according to these words, what do you think the topic is going to be about? Do you have an idea?

3. I can encourage learners to use their knowledge of a topic and their expectations about a text when reading.

I can. Since when students know about the topic to be accomplished, their expectations about it becomes even more motivating for them. As a case in point, whether the topic is about video games and students have a broad knowledge about sports, then they awaken their interest by reading the text. In this way, they become acquire a positive concept about reading since they realize there are interesting topics that create pleasure for reading.

4. I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.).

I can. Given that reading is crucial for developing other language abilities, I can apply read aloud exercises wherein learners become aware of pronunciation. Additionally, they may develop fluency, intonation, and motivation to read. On the other hand, I can apply some certain exercises to read silently since students are aware of grammar structures, vocabulary, and they read faster. Finally, I can apply appropriate ways of reading a text in class in groups. For instance, when students are asked to work on an activity in which as a group they should organize relevant information for creating a poster or an oral presentation, and so on.

5. I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).

I can. Considering that reading is a receptive skill, it is important to use different activities to facilitate student's comprehension. Hence, I can establish activities in order to practice reading. For example, I can expose learners to skim a text and answer certain questions related to it. Besides, I can ask the learners to look for specific information about

the text and take notes or highlight that information with a marker in order to have an idea the reading test is about.

6. I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.

I can. I can assist learners with activities like filling gaps in which the learners should fill the gaps with some vocabulary provided to them related to the text. Furthermore, I can provide to them some words that make a connection with the text and some images that help students to familiarize with that vocabulary.

7. I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.

I can. Depending on the students level I can evaluate and select post-reading tasks. For instance, graphic organizers in which students should write a summary of the main points of the text they have already read. Similarly, the learners might have a discussion about the main aspects of the text, so they practice speaking and pronunciation skills. According to students' level, I can also select activities in which the students write the names of the main characters from the text. And on the opposite side of the board, I can write a short description of the characters. Then, I can ask the students to match characters' names with their corresponding descriptions. Another activity would be to ask students to choose eight words from the text, then, I may provide certain categories, like the most interesting words, the most important words, and so on in which students then write a text using those words.

8. I can recommend books appropriate to the needs, interests and language level of the learners.

I can. According to students' level, I can recommend literary novels to develop reading comprehension, vocabulary, and so forth. I can also recommend, short stories for low levels of proficiency, folktales, and fables, informational books in which students may find topics that children have an interest such as animals, food, vehicles, sports, and so on.

9. I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.).

I can. In order to assist students in critical reading skills, I can design activities in which students practice those aspects. For instance, the employment of questions related to the text topic they are working on. Additionally, I can offer students exercises in which they make a critical reflection about what they read that help them to develop their critical thinking skills. Another idea would be students be exposed to conversations, debates wherein students can expose their own points of view about the text.

E. Grammar

1. I can introduce a grammatical item and help learners to practice it through meaningful contexts and appropriate texts.

I can. I can introduce grammar items through cultural aspects such as typical food, stereotypes, customs, routines, music, special dates, wildlife, national holidays, touristic places for visiting and so forth. In order to use those cultural aspects, I can design or look for relevant material for students' level in order to address grammatical aspects. In this sense, students learn the language in a more realistic and productive way.

2. I can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.).

I can. For instance, I can use a variety of materials and activities in order to provide learning situations in students. As an illustration, whether the grammatical subject is simple past, then I can introduce the topic by talking about my last vacations in order to model the language and some of the most common regular verbs used in simple past. Next, I can ask students go through the text and underline all verbs they may find in the text. Later, they might be asked to use those verbs in a short conversation or in another type of activity and with a different language skill.

3. I can deal with questions learners may ask about grammar and, if necessary, refer to appropriate grammar reference books.

I can. As a teacher, I can guide the students to relevant information they may find on the web or in other type of resources. For example, they may find relevant books about grammar in the library. Furthermore, I can clarify doubts in the classroom that become more common asked by the learners. Additionally, I can recommend students some web pages in which they may practice different aspects of grammar.

4. I can use grammatical metalanguage if and when appropriate to the learners' needs.

I can. Given that grammatical metalanguage becomes complex for learners of low levels of proficiency, I should employ it in special cases with students of a higher level. Since metalanguage is used to talk about the language itself. Due to this, grammatical metalanguage may be used by personal interests or because of student's profession. Seen that, I can provide relevant material depending on the students' needs. For instance, documents about the role of grammar in any specific situation.

5. I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication.

I can do this, mainly taking into account crucial aspects learning such as the level of the students, age, needs and students interests. Afterwards, I can start selecting grammatical exercises and activities in order to promote students practice and experience the language in its variety ways. Moreover, I can integrate these exercises and activities with cultural context to awaken learner's interest in the different language situations.

F. Vocabulary

1. I can evaluate and select a variety of activities which help learners to learn vocabulary.

I can. Depending on students' level, I can select games such as bingo, puzzles, crosswords, spelling, guessing, and so forth. Additionally, I may select matching activities, and some other designed with contextualized topics and categories like animals, clothes, means of transport, and so on.

2. I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.

I can. For example, I can select tasks in which learners becomes involved with vocabulary related climate change, diseases, technology, natural disasters, accidents, solar system and so forth. Those type of topics may contribute in the selection tasks in which students are faced with new vocabulary and different vocabulary subjects.

3. I can evaluate and select activities which enhance learners' awareness of register differences.

I can. In order to students become aware of register differences, I can select activities related to the culture of the target language. Besides, it can be selected for writing in order to students practice formal and informal emails, letters, work applications, making requests, formal and informal language used depending on the type of relation, and so forth. I can also select certain activities such as role plays in order to students be familiarized with those type of registers.

G. Culture

1. I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.).

I can. I am able to do this. Given that culture is linked with the language, I can select those type of sources in order to integrate both the language and the cultures involved in learning. Hence, I can select materials and so forth that include a variety of cultural factors, such as beliefs, habits, customs, routines, and so on. In this sense, students may practice and become aware of differences and commonalities among cultures.

2. I can create opportunities for learners to explore the culture of target language communities out of class (Internet, emails etc.).

I can. I may suggest students certain web pages in which they may explore the culture of the target language. Moreover, I can suggest students watch online videos about relevant information native speaker publish in order to introduce the type of activities they perform

daily. Even, when native speakers show the different and relevant natural places from their countries.

3. I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural ‘norms of behaviour’.

I can. I can select texts in which are presented differences and commonalities in terms of food, work, weather, sports, beliefs, leisure activities, punctuality, appointments, and so on. In addition, I can select activities wherein students perform different situation carried out among those cultures in order to students have an overview of differing cultures. To illustrate, the employment of role plays, oral presentations by explaining a poster and so forth.

4. I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence.

I can. Those type of activities become essential at the moment of developing in students the socio-cultural competence. Since the use of role plays expose students to a cultural situation that provide them with relevant information about identifying and recognizing cultural patterns from cultures.

5. I can evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of ‘otherness’ and understand different value systems.

I can. As a teacher, is my responsibility to create an environment wherein students understand that other people have other beliefs and patterns of behavior. That is why, the selection of texts, source material and activities is crucial to encourage students to reflect on the concept of otherness. To illustrate, I can select certain activities in order to work on

situations that refer to respect for others and accept others as they are. In short, it is indispensable to offer students spaces for reflecting on the own society and others.

6. I can evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these.

I can. Given that the context in which students have grown or they relate may affect students' concept about other people, it is important to evaluate and select different materials and activities to deal with social stereotypes. It may be possible, by making students aware of differences and preferences among people. In this sense, the use of texts is essential to students adopt a posture of respect for each other. Equally important, is the function of source materials and activities, such as educational videos about subjects related to gender, racism, and so forth whose purpose would be provide realistic information about those subject matters.

7. I can evaluate and select activities which enhance the learners' intercultural awareness.

I can. I am able to select activities like students working in groups in order to become students aware of their peer's cultures. As a result, students start by reflecting on other cultures and further on, they will become individuals with respect intercultural self-awareness. Moreover, when students work in groups they interchange relevant information about each other and enrich their view about other cultures different from the own.

8. I can evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language.

I can. In point of fact, the interrelationship between culture and language is closely linked each other. As a teacher, I can select texts and activities in which learners may learn simultaneously about language and culture. For instance, I can make use of activities wherein the learners have a proximity with both aspects by including aspects of the culture in the language. Such as, the use of superlatives about cities between the two cultures in order to students not only learn a grammatical aspect but also learn about different places from that culture.

6. RESOURCES

1. I can identify and evaluate a range of course books/materials appropriate for the age, interests and the language level of the learners.

I can. Considering that students should be exposed to different type of material to develop their language abilities, it is important to reflect on those materials before considering employ them to support the language teaching. Therefore, depending on learner's needs, the language level of the students and other student's factors to take into account before taking decisions, I can select the appropriate course books that support the activities accomplished in class. In addition, I can select another type of materials such as audiovisual material which provide variety to the lessons when are designed different type of activities and exercises to assist students in the development of the foreign language. For instance, to create works sheets with relevant information students need to understand any specific aspect of the language.

2. I can select those texts and language activities from course books appropriate for my learners.

I can. Despite the fact that, course books are not a recommendable idea for teaching the language in the current state, I consider that in certain cases it is important to appeal to course books. Since they contain grammatical references that teachers and students may employ to practice grammar aspects when necessary. For instance, when students have difficulties understanding tenses, quantifiers, comparatives and superlatives, and so forth. And depending on the students' needs, age and interests I can recommend to students materials. Such as, web pages, music, movies, documentary videos and course books related to the language in order to students practice the language and strengthen their language abilities. Additionally, the identification and evaluation of these type of resources become essential to integrate some activities into the class to combine with technology and another type of resources when teaching.

3. I can locate and select listening and reading materials appropriate for the needs of my learners from a variety of sources, such as literature, mass media and the Internet.

I can. Given that, listening and reading are the receptive skills in the language, it is essential to provide students with relevant material about these two abilities. Hence, I should evaluate the listening and reading material according to the students' needs and level of the student's language. Following, I can select the relevant material for students practice and develop reading and listening abilities. In that case, I can select material such as web pages about the language (British Council, La Mansion del Inglés, Elllo, Fun Easy English, and so on), videos about the target language, games, and so forth. In this way, the learners have the chance for practice the language and I can make use of that material to make reading and listening skills more interesting for my students.

4. I can make use of ideas and materials included in teachers' handbooks and resource books.

I can. In my mind, these type of material enrich the classes and facilitate the design of lessons when necessary. Equally important, I can make use of those type of material to develop my own language gaps since it also affects the way my students learn the language. Meanwhile, I can use those ideas and materials to students improve their language skills, at a time I can make use of such material to ameliorate my own knowledge of the language.

5. I can design learning materials and activities appropriate for my learners.

I can. According to my student's needs, I can design interesting material for assist them in the language. Moreover, depending on the language subject that I consider students need to improve or learn, I can design material related to real situations to make the connection between the language and students context. Such as, worksheets, games, bring realia into the classroom to make the teaching and learning of a specific subject of the language motivating and clear for the learner. For instance, in a primary grade in which the learners should learn new vocabulary about vacations, I can use worksheets related to the topic and make use of real objects such as glasses, beach hat, sunscreen, and so forth. In this way, the students learn new vocabulary more contextualized and from a significant way.

6. I can recommend dictionaries and other reference books useful for my learners.

I can. Acknowledging that, language is broadened enough to learn and that is necessary students become autonomous from their own learning, It is necessary learners have access to another type of resources to look for the meaning of new vocabulary. Consequently, I can recommend monolingual and bilingual dictionaries like the Oxford Advanced Learner's

Dictionary, Cambridge, thesaurus, like La Rousse, and so on. As a result, students develop their knowledge about this type of information and they can also access to those resources in both physical and online.

7. I can guide learners to produce materials for themselves and for other learners.

I can. Considering that in our context often are found mixed ability classes, I can guide the most able learners to produce material to less able ones. By way of illustration, stronger learners can produce material related to the pronunciation of difficult words for less able students. Likewise, those learners may produce material related to speaking, listening and reading skills. Moreover, in some cases, those able students may produce material in which they interact with less able ones in order to support those learners in conversations, dialogs, comprehension of a text and so forth. Similarly, the more able students can produce material by themselves, like discussions, written activities (descriptive essays, giving their points of view about a topic, and so on).

8. I can select and use ICT materials and activities in the classroom which are appropriate for my learners.

I can. Currently, the use of ICT materials is crucial for making classes interesting for students. However, it is necessary to take into account that the use of ICT material should be used in a productive way to avoid distraction in the classroom. Meanwhile, I can use ICT material from a productive way to introduce students to the language. Thus, I can select activities such as quizzes, audios, tutorial videos, online activities, etc. As a result, the students get motivated to learn the language.

9. I can design ICT materials and activities appropriate for my learners.

I can. In my training process to be a teacher I have been exposed to different software to teach English. For example, hot potatoes, J Clic, blogs, Speak Aloud, Quiz Faber, Vocabmaker, Picassa, and so forth. As a result. I can use those programs to design activities for my learners like quizzes, matching activities, puzzles, multiple choice activities, etc. In brief, ICT is a relevant tool at a time of teaching the language.

10. I can guide learners to use the Internet for information retrieval.

I can. To assist the students in different activities and academic works, are essential since learners should learn to identify relevant information for their learning process and to be autonomous learners. Thus, it is necessary to provide students with strategies that help them to identify the relevant information according to their needs and interests.

11. I can use and critically assess ICT learning programs and platforms.

I can. Providing that, the use of ICT learning programs and platforms support the teaching and learning classes, I can assess critically ICT programs with the aim of analyzing the function those programs offer. Insomuch as, there are certain limited ICT programs that may fail at the moment of managing them. As a consequence, the activities designed for them are not successful enough for the learning aim. Hence, it is important to assess critically ICT programs in order to determine which of them are more suitable for my own needs and those of my students.

7. LESSON PLANNING

A. Identification of Learning Objectives

1. I can identify curriculum requirements and set learning aims and objectives suited to my learners' needs and interests.

I can. One reason for this is that as a teacher I should be able to identify those aspects that are relevant at a time of design my classes. Equally important is that the main goal should be that students achieve the expected results in learning. As a result, I can identify curriculum requirements in order to set it to learning aims and objectives that become coherent with my learners' needs and interests and the time expected to reach the results. For instance, I can use curriculum requirements to design the assignments, materials (according to the students' level, needs, and interests), oral presentations, audiovisual material, and so forth. Consequently, the type of activities and material that I can provide to the students would be interesting and achievable in terms of learning.

2. I can plan specific learning objectives for individual lessons and/or for a period of teaching.

I can. In view of the fact that learning objectives is one of the main aspects of teaching, it is important to consider how they may fit with individual lessons. For instance, I am going to plan specific learning objectives for a specific lesson that is *giving advice*. Then, at the end of the lesson it is expected that the students employ what they have learned in real context by talking with a partner giving advice, for example, for going *to the doctor*, *studying to pass an exam*, and so on. In simple terms, I have to consider what students are able to do when finishing the lesson. On the other hand, whether I need to plan specific learning objectives for a period of teaching I have to analyze another type of achievable objectives. Similar to the previous illustration, I can expect that according to certain lessons for vocabulary about typical *food* at the end of that period of teaching, the students would be able to talk about a specific food they like or prefer using real context by employing the vocabulary and grammatical forms they learned. Hence, to plan the learning objectives are relevant to accomplish the learning goal.

3. I can set objectives which challenge learners to reach their full potential.

I can. Challenge the students to reach their full potential, requires considering the objectives that help the students to achieve the goal. For this reason, first, I have to analyze what type of tasks and activities the students need in order to accomplish the purpose, then formulate the objectives that help the students to increase their learning potential through those type of activities and tasks.

4. I can set objectives which take into account the differing levels of ability and special educational needs of the learners.

I can. A key feature to take into account before designing the lessons, activities, and materials for the students, is to bear in mind the level and needs of the students. Therefore, I have to ponder those factors before establishing the objectives that are expected to be accomplished.

5. I can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.).

I can. Depending on the student's needs and level, I can formulate a different type of aspects in learning. For instance, I can formulate specific objectives when the purpose is that students develop aspects of pronunciation (intonation, stress, etc) or the reading skill. Moreover, I can formulate objectives depending on the topic such as introducing people, likes and dislikes, and so on.

6. I can set objectives which encourage learners to reflect on their learning.

I can. This is possible when the students have been exposed to activities that increase their critical thinking and their learning autonomy. But also, I can establish objectives related to activities that help them to develop the capacity to reflect on their own learning.

B. Lesson Content**1. I can structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content.**

I can. Depending on the student's level and needs, I can design lesson plans from a coherent and varied sequence of content. In this sense, I can structure lesson plans in which the content becomes interesting and motivating for the learners. For instance, in certain lessons, I can use activities in which games, dialogs, participation are included, while in others I can use more settling activities such as reading and writing ones. However, the employment of one another game or the use of warm-up activities, songs, images, technology, worksheets may be relevant to create a learning atmosphere more interesting to the students and to encourage them to practice the language. I can also integrate different teaching techniques to provide learners' understanding of a topic of the language or to provide background knowledge that depending on the lesson contribute to the learners' development of the language skills and competences. Equally important is the implementation of learning strategies and the objectives that keep coherence with the goal that aims to reach the lesson or the lesson plans. Furthermore, the use of time management and classroom management is a factor according to the type of lesson and the language goal.

2. I can vary and balance activities to include a variety of skills and competences.

I can. Since the idea is that students have the chance of practicing the language skills and competences, my role as a teacher is to provide the students with varied activities to encourage the students to practice the language from different ways. For instance, I can provide students with games, role plays, writing activities, songs, and so forth. Likewise, the balance and variation in the activities create different opportunities for the students to use

language and increase their curiosity for learning. What is more, to balance the activities and vary them, provide several learners understanding and internalization of a skill or development of a competence from a simple way since they can learn with different strategies.

3. I can plan activities to ensure the interdependence of listening, reading, writing and speaking.

I can. According to Manaj (2015), integrating the four language skills (listening, reading, speaking and writing), contribute with students becoming capable listeners, and being able to deal with the other three language skills to communicate effectively. However, according to the author, to development of these four language skills take time. In this sense, the teachers has the responsibility to provide learners with challenging activities and material in order to acquire the skills progressively. Accordingly, as a teacher, I am able to plan activities to strengthen the interdependence of the language skills. Hence, I can design activities in which two language skills gather with each other. For instance, I can integrate into an activity reading in which the students should read about a specific topic depending on the student's needs or the context of the class. Besides, I can employ in the same activity, a writing one so that learners practice and employ new vocabulary (adjectives, nouns, connectors, and so on.) having a relation with the reading activity they have just finished. On the other hand, I can design listening and speaking activities wherein the students listen to a short conversation then they would talk about it with their partners or they give their own point of view about it. On the whole, the learners may practice all the language skills by interacting with some of them simultaneously but also according to their language level, and so forth.

4. I can plan activities to emphasize the interdependence of language and culture.

I can. As Mohammadi and Sadat (2012) point out, “culture should be highlighted as an important element in language learning” (p.522). Moreover, it is essential to raise awareness of cultural implications and differences. On the other hand, “by failing to draw students' attention to these cultural elements and to discuss their implications, the teacher allows misconceptions to develop in the students' mind” (p.522). In this sense, my responsibility as a language teacher is to encourage and to expose the students to relevant activities in which they experience both aspects language and culture to increase on them respect and assimilation of the language culture. For example, I can implement an activity related with traditions related to the culture of the target language supported by a role play in which the students perform it and at the same time use the language. In this sense, the students learn the language and become aware of the culture of the target language.

5. I can plan activities which link grammar and vocabulary with communication.

I can. For instance, I can plan an activity related to writing several questions about a real situation and about any particular language topic. Then, the learner should answer them by implementing vocabulary and make use of appropriate grammar rules according to the language topic that was the main concern in that moment.

6. I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL etc.).

I can. Due to the fact that CLIL is one of the matters that we as teachers should manage, I can plan lessons to teach elements of other subjects through English as a foreign language. In this sense, I can, for example, plan to teach science in which I may plan a lesson

by assisting the students about water cycle using CLIL. Furthermore, it may be focused on practicing the present simple or another grammar point.

7. I can identify time needed for specific topics and activities and plan accordingly.

I can. Considering that, the students tend to lose their interest in longer activities and topics, I should regard the time for a specific topic or activity. For instance, when a topic with certain activities has a duration of an hour (sixty minutes), I should employ activities no more than fifteen minutes, being that the learners' interest demand the design of activities of five minutes each one to get them engage in the topic and in the activity itself. As a result, the implementation of a topic and an activity becomes more productive and motivating for the students.

8. I can design activities to make the learners aware and build on their existing knowledge.

I can. Given that the learners bring into the learning environment a previous knowledge, I can assist them with activities to bring their previous knowledge about any topic, either from the language learning, or knowledge of a real life topic or context the students belong to. For instance, when the topic is about climate change, it is essential to make students aware of recycling, to take care of water, and so forth. Furthermore, I can design the activity with an aspect of the language implicitly in order to the students enrich their knowledge about both topics, language, and real issues.

9. I can vary and balance activities to enhance and sustain the learners' motivation and interest.

I can. Due to the fact that motivation is of main relevance when learning, it is my responsibility as a teacher to assist the learners with productive and purposeful activities to

enhance and sustain the learner's' motivation and interest for a specific activity. As a consequence, I can implement certain and varied activities in order to create a more interesting atmosphere for my learners. For instance, I may use in some classes games, technology, realia, and so on to increase the students' interest and motivation for learning a specific topic. According to Daskalovska, Koleva, and Ivanovska (2012), the students that come into the classroom have different types of motivation. In this sense, some of them go into the classroom with a strong motivation while others do not have a strong one and in some cases, there are other learners who lack any type of it. Consequently, motivation may change in a negative or positive way at any moment. As a matter of fact, motivation is a fundamental factor in language learning. Accordingly, the responsibility of the facilitator is to increase students' motivation. In other words, as a teacher, I should design activities supported by students' interests, real context and so on, in which the students increase their motivation for learning the foreign language.

10. I can vary and balance activities in order to respond to individuals learners' learning styles.

I can. According to Felder and Henriques (1995), "the ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style" (p. 21). Therefore, it is relevant to vary and balance the activities to deal with learners' learning styles. For this reason, as a teacher I can use activities that include colorful images, puzzles, to write journals, graphic organizers, diagrams, mind maps, table games, videos, charts, music, group work, talking, walking and so on. In this way, the learners have different chances of experiencing different learning styles and employ what is more appropriate for them. Conversely, the objective of varying the activities is

to provide all the students with their own learning style and support them with other styles that are less prominent on them but may help them to learn.

11. I can take on board learners' feedback and comments and incorporate this in future lessons.

I can. Being that feedback becomes a relevant tool while teaching and learning, I can make use of it to strengthen students learning. For instance, if the learners have some difficulties to learn the present simple third person (s), I can use the feedback provided to them in order to increase their awareness about this issue by creating material whose focus is that students overcome that problem. Moreover, feedback encourages me as a teacher to ameliorate a lesson or to reflect on my own teaching performance. Hence, I may focus my attention on my students needs more than just teach the language disregarding the main focus of my role with the learners.

12. I can involve learners in lesson planning.

I can. I am able to involve learners in lesson planning by providing them with a certain type of questions related to the type of knowledge they expect to be exposed. Moreover, I may have a talk with all the class by knowing about their interests of any language topics they would like to learn, what type of material they probably would like to see in the class, and so forth.

C. Lesson Organization

1. I can select from and plan a variety of organizational forms (frontal, individual, pair, and group work) as appropriate.

I can. In view of the fact that, certain activities and lessons require that students work collaboratively, it is fundamental to consider different types of interaction. Due to the fact

that when students work together they tend to share knowledge, respect their opinions and learn to work cooperatively, it enhances their social skills and interactions with others and so forth. According to Gillies (2016), teachers play a fundamental role in promoting cooperative learning in class, which also demands the organization of the groups and the type of activities so that learners understand what they are expected to do and how to behave. Equally important is when students are encouraged to work and interact with each other; they learn from others and make themselves aware of being responsible when they are asked to execute a task and make decisions about what they should do. In this sense, there are certain cases in which it is important to work individually or organize them from a frontal way. For instance, it happens when discipline is not the expected or when it is necessary to provide learner's knowledge about a specific matter. In brief, when the selection of some activities with some learners' organization is considered, students practice tolerance, especially when disruptive behavior and another type of situation happens in a specific activity. Moreover, the use of group and pair work is necessary in certain cases in which there is a large group. In this sense, divide the learners into small groups make more productive the lesson and the type of activities designed for that specific class.

2. I can plan for learner presentations and learner interaction.

I can. Considering that, the implementation of presentations and interactions are essential in learning the foreign language, I am able to plan diverse type of presentations such as role plays, pair discussion, oral presentations and so on. On the other hand, these type of presentations permits learners to strengthen their knowledge about a language topic. In terms of interactions, I can plan activities in which the learners are exposed to interact with their

peers and find a solution to a problem or to come to an agreement on a specific issue or situation.

3. I can plan when and how to use the target language, including metalanguage I may need in the classroom.

I can. The use of the target language in the classroom is crucial in order to negotiate meaning with the learners and encourage them to negotiate among themselves, and so on. Additionally, the students should be exposed to the target language in order to develop their foreign language abilities. Equally important is that I may be an example to the learners about how the language works appropriately, then the students may model it for their own language purposes. Moreover, it encourages and challenges the students to use the foreign language more than make use of the mother tongue. For instance, I can plan to use the target language including metalanguage when students need clarification of a grammar point like the use of will and going to. In this sense, the use of metalanguage and the target language is employed for that learning purpose.

4. I can plan lessons and periods of teaching with other teachers and/or student teachers (team teaching, with other subject teachers etc.).

I can. Given the fact that, in certain cases, the cooperation among teachers is essential to deal with different type of solutions for teaching, I can plan a lesson with other facilitators in order to work cooperatively in favor of assisting the students with productive information for learning. Furthermore, the use of CLIL is another situation in which we as a teacher need to be able to deal with. In this way, as a teacher, I can plan lesson and periods of teaching with other subjects teachers in order to enrich my own knowledge about other methodologies,

techniques to teach the language and the way of teaching other subjects (science, literature, and so on).

8. CONDUCTING A LESSON

A. Using Lesson Plans

1. I can start a lesson in an engaging way.

I can. As a matter of fact, it is essential to start a lesson with an engaging activity since it increases the curiosity and interest in the students about the language topic that is going to be developed. For example, I can use a song, or according to an image the students predict the topic or ask a question from certain words related to the topic written on the board, use of realia in order to make the engagement activity more interesting. To illustrate, if the topic is about special dates, I can bring into the classroom a hat birthday, birthday balloons, birthday candles, and so on. In this way, the students increase their curiosity about the topic and are more motivated to know enough about it.

2. I can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses.

I can. According to Richards and Farrell (2011), “teaching is a complex and dynamic activity, and during a lesson, many things occur simultaneously” (p.90-91). Given that most of the time there are external factors which may affect the implementation of a lesson, I have to consider anticipated problems and plan solutions when something unexpected happens. For instance, if I am teaching the future ‘will’ and a student asks a question about what the difference between ‘will’ and ‘going to’ is, then I have to make some lesson adjustments in order to clarify the doubt about that aspect. The same authors also sustain that in a

classroom with a large class it is possible that the students react differently to a lesson. For instance, some of them may get motivated and aware of the purpose of such lesson, while other students may get bored because the tasks do not provide them with a challenge for learning. As a consequence, they may be reluctant about the teacher explanations or at the lesson itself. In brief, as a teacher I have to plan interesting activities and productive lessons in order to increase students' motivation to a language topic.

3. I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.

I can. In order to avoid students' interest decrease while they work in a task or any activity whether individually, in groups or as a whole class, I may employ smooth transitions between activities in which learners know what time they have to perform each one. For instance, when I work with students in groups I can give to learners a concrete time to finish the activity by showing them a visual and a colorful warning (different intervals of time for example, one minute etc.), which inform to the students the time they have to accomplish the task or activity and making the cue reiterative as the time is going to finish. Moreover, I can ensure smooth transitions with the whole class, using a song in which when the song is stopped the activity should have finished. Finally, when working with students from an individual way I may use short games, so students know the activity has finished.

4. I can adjust my time schedule when unforeseen situations occur.

I can. Considering in certain cases unforeseen things may happen while implementing a topic, I may adjust my time schedule by using activities that become similar to the main purpose to make the class productive. For instance, if certain conflicting students

make difficult to implement a dialogue in pairs about a topic performed in front of the classroom because some of them are fighting behind the classroom, then I have to stop the class to control the situation. Therefore, I have to think in an activity that may support the purpose of the topic which had to be stopped by using an activity like a roundtable in which all the students take part and the learners do not get be affected by that situation.

5. I can time classroom activities to reflect individual learners' attention spans.

I can. In order to reflect on individual learners' attention spans, I can time classroom activities such as discussions, dialogs, posters in groups but in which students have an individual role on it about a specific topic. In other words, I can time activities in which all learners have the chance of participating in one of those activities but reflecting on individual learners from an implicit way.

6. I can finish off a lesson in a focused way.

I can. In view of the fact that the design of a lesson should accomplish an appropriate sequence, I have to finish the lesson in a focused way. For example, if the implemented lesson was about past events, the lesson should finish by providing the students with any homework or a closure activity focused on what the learners previously have been exposed to in relation to the language topic.

B. Content

1. I can present language content (new and previously encountered items of language, topics etc.) in ways which are appropriate for individuals and specific groups of learners.

I can. I can teach students new and encountered items of the language and topics by making a connection with previous ones since previous class topics are a relevant way for

students to comprehend and understand the class in a more simple way. Under the circumstances, I can make use of previously encountered items, for example when certain students need to strengthen a topic or language item I can present it by implementing different activities which support the students to achieve the specific language content aims learners need.

2. I can relate what I teach to learners' knowledge and previous language learning experiences.

I can. In view of the fact learner's language and previous learning experiences play a relevant role when learners are exposed to new knowledge, I can relate it to the new one for instance by teaching the present perfect and relate it with the past simple to integrate learners' previous knowledge and make it more significant for the students.

3. I can relate what I teach to current events in local and international contexts.

I can. One crucial aspect in teaching and learning is the integration of context. In this sense, the use of content related to current events becomes crucial in order to provide the students with actual situations happening around them. Since it makes students aware of the context wherein they live and are learning the language. Equally important, is that it boost the students' critical thinking about the society from national and international contexts being more reflective learners and citizens.

4. I can relate the language I am teaching to the culture of those who speak it.

I can. Considering that to know about the culture of the target language is essential when learning a second or foreign language, it becomes relevant to relate it in the implementation of the lessons with some aspects like expressions, costumes, beliefs and so on, belonging to the culture of the target language. Additionally, I can support the lessons

with videos related to different aspects of the culture of the target language to learners have a more closer experience about it.

C. Interaction with learners

1. I can settle a group of learners into a room and gain their attention at the beginning of a lesson.

I can. The main component when teaching is to gain the students' interest for the lesson. Therefore, as a teacher, I should design and assist the learners with essential material and activities before guiding a lesson. As a consequence, the students would be more interested and motivated to learn and they would become more curious about the content of the class. For example, the design of any activity in which the students need to be active; such as, a game, an activity in which the students should walk around and talk about any situation with a peer, either given by the teacher or chosen by themselves, for instance about what they did last weekend, what they expect the class that is going to be guided, and so forth. Additionally, depending on the student's level, I can design challenging activities in which the students would have to solve an activity related to last class or something challenging for them about the lesson coming on but taking into account that they are able to reach it.

2. I can keep and maximize the attention of learners during a lesson.

I can due to the fact that the design of material, activities and the lesson itself is fundamental when teaching, I have first to reflect on the type of material that I would consider interesting for learners; hence, I have to provide the students with colorful audiovisual material, such as, flashcards, images, slides, and so forth and active learning situations (like

participation in class, cooperative work, games and so on). However, it is important to consider that the duration of an activity may benefit or contribute negatively to the development of a lesson. In this sense, I have to be aware of the specific time for an activity to the students enjoy the lesson and the activity they are supposed to achieve. By way of illustration, an activity about a puzzle would be designed for three or four minutes to the students focus on it in a productive way; thus, they do not get bored by performing the activity or task. Given these points, an activity should not last more than fifteen minutes in order to have students focused on.

3. I can be responsive and react supportively to learner initiative and interaction.

I can. In order to create rapport with students, it is crucial offer them confidence. Due to this, I have to react supportively to students' interactions and initiative. For instance, when a learner has a doubt about any aspect of the language or when he/she need clarification about an activity I should be able to support them with a clear explanation of it in order to the students increase their self-confidence and get them motivated to participate in class and in tasks.

4. I can encourage learner participation whenever possible.

I can. Due to, when the students participate in class it facilitates they solve doubts about any matter as well as they learn more about a topic, I can encourage them to participate in specific cases when an activity or situation requires the students react to it. As a result, I can do that by asking questions, performing activities, such as role plays, discussions, giving their opinions about any situation, and so on; with the result that, the learners become an essential part of the learning process.

5. I can cater for a range of learning styles.

I can. According to Pashler, Daniel, Rohrer and Bjork (2009), “the term learning styles refers to the view that different people learn information in different ways” (p.106). In this way, it is indispensable to take into account the design of activities for different learning styles. For instance, building a puzzle, writing journals, use of videos, dramatizations, take notes, role plays, and images for supporting a topic, charts, conversations, read aloud, dramatizations, and so forth. As a result, the learners are exposed not only to the main learning style but to the other ones in order to support the main one.

6. I can make explicit and help learners to develop appropriate learning strategies.

I can. Depending on the type of task, language skill or activity, I can make explicit and help students to develop appropriate learning strategies. For instance, whether the activity is about vocabulary, I can use a text and ask the students to understand the word according to the context of the text. However, whether the students need any other type of support to learn that same vocabulary, then I can provide them some strategies about how to look for those words in the dictionary by recognizing the several meanings a word has. For example, “can” I can support the students by asking them to look for the different functions that “can” has (as an object, ability, and so on). Furthermore, I can make explicit learning strategies with language skills such as reading (the use of skimming, scanning, making predictions according to the text title, and so on), in brief, there are many learning strategies that I can provide to the learners in order to them have success with their learning process.

D. Classroom Management

1. I can take on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.).

I can. It is essential to support the learners by playing different roles according to the students' needs. To illustrate, I can be a prompter when was necessary the students participate in an activity or task as well as making suggestions to them to accomplish any activity; conversely, I have to work as a prompter only when necessary. Moreover, I can work as a resource when learners need support on any activity or question about any language situation. In closing, I can work also as assessor, participant, tutor, controller and so forth depending on the student's needs and the task asked the students perform.

2. I can create opportunities for and manage individual, partner, group and whole class work.

I can. According to the type of task, I can create opportunities in order to the learners work in groups, as the whole group, in pair, or individually. For example, whether the activity is a discussion or create a poster or an oral presentation, I can organize the students in small groups in order to all the participants make efficient contributions to the task, I can also create chances to learners work individually in activities such as journals, homework, exercises, and so on. Likewise, I can create opportunities for and manage whole group class such as giving feedback, sharing information about any topic, and so forth. To put it briefly, the creation of opportunities for and manage individual, partner, group and whole class work, should be done according to the task demands and the atmosphere of the group.

3. I can make and use resources efficiently (flashcards, charts etc.).

I can. The implementation of materials (flash cards, charts, graphic organizers, and so on) to support classes are crucial to motivate the learners while learning; besides, it support texts in order to the learners understand and be familiarized with the activities and information provided through it. Therefore, I can design and use these type of resources

efficiently to support my classes. As a case in point, I can use flashcards in order to introduce a new topic or to teach vocabulary. In the same way, I can use charts to provide the learners with clear information to perform a task. Likewise, I am able to design and employ graphic organizers in order to learners organize information about any reading as well as written activity to be executed. Finally, I can also support my lessons with the audiovisual material (PowerPoint presentations, videos, comics, Prezi presentations, and so on.) in order to create a good learning environment in order to favor the students' learning process.

4. I can manage and use instructional media efficiently (OHP, ICT, video etc.).

I can. Given that, nowadays technology is crucial in teaching and learning; thus, I am able to implement instructional media as mean to support the lessons. In this way, I can use a video projector, platforms, blogs, videos, computer, and so on, in order to explain a language topic or provide the students with comprehension about any language situation. In contrast, these type of media should be employed according to the students' level, needs, and depending on the learning environment atmosphere. equally important is, to consider an efficient connection to internet whether it is necessary and become aware of technological devices work appropriately in order to make the time and the task productive to the learners; since, in certain situations the internet might not work or any technological device might does not work appropriately at the moment of introducing a new topic or any learning situation. Consequently, it would produce time-consuming without any learning efficacy. In short, the use of media may be a relevant factor in teaching and learning; however, it should be employed by considering the learning and situational aspects at the moment of using them in the classroom or outside this.

5. I can supervise and assist learners' use of different forms of ICT both in and outside the classroom.

I can. In view of, ICT is relevant part of learning, it is fundamental to supervise and assist learners in the use of ICT tools. Under the circumstances, I can employ ICT resources in an efficient way, however, I have to be over careful when assisting learners with these resources; since, in certain cases, it produces disruptive behavior into the classroom. Therefore, it becomes crucial to use these resources in an appropriate way by considering the students' needs and language level in order to use these tools properly. Additionally, whether those resources are employed by the students outside the classroom, then I should monitor the learning process in order to have favorable learning results.

E. Classroom Language**1. I can conduct a lesson in the target language.**

I can. Due to the fact that, the main goal as teachers of a foreign language is learners interact with the language, I should conduct the lessons in the target language. In this way, the learners become familiarized with the language according to the type of exposition to it. Therefore, while more learners were exposed to the target language, the most they develop it. In this sense, the use of the native language should be considered only for isolated cases in which is necessary learners understand clearly a topic or any situation related to an explanation of an activity or an instruction given by performing it.

2. I can decide when it is appropriate to use the target language and when not to.

I can. Despite the fact that, the main focus should be done in the target language, I should decide when it is appropriate to consider use it. For instance, I can use it in order to

the students develop communicative skills and different language aspects. However, it is indispensable to consider what situations are not appropriate to make use of it. For example, there are certain situations in which it is crucial for students to comprehend the instruction of a task in order to carry out efficiently; so that, the explanation about what they should do, would be provided in the mother tongue in order for learners to understand the purpose of the activity or task. In short, the decision of when might be appropriate to use the target language or not, depends on the learning and activity purpose.

3. I can use the target language as metalanguage.

I can. I am able to use the target language as metalanguage but considering the students' level. Under those circumstances, I can provide learners with metalanguage but in certain special cases in which it becomes necessary for students to understand some language aspects either more explicit or implicit fashion. In other words, whether learners need information about a grammar rule or a specific aspect of the language, such as parts of speech, synonyms, nouns, and so forth, I can use metalanguage by using the target language.

4. I can use various strategies when learners do not understand the target language.

I can. Given that, the foreign language is a challenge for most of the students, I should consider employing several strategies in order to support learners to understand the target language. By way of illustration, whether students do not understand any explanation about a certain language topic, then I may use gestures, visual support (flashcards, slides, and so on), intonation, and body language in order to make clear the idea about that topic. In this way, the students have the chance of understanding what is explained from several fashions.

5. I can encourage learners to use the target language in their activities.

I can. I may encourage students to use the target language in activities like speaking in which learners use it to communicate what is asked they perform to. Besides, I can encourage the students through role plays, debates, description of pictures, and so on.

6. I can encourage learners to relate the target language to other languages they speak or have learned where and when this is helpful.

I can. Despite the fact that I can do it, it is difficult to accomplish this in some contexts wherein the students only have a basic knowledge of the foreign language or target language. In contrast, I can find contexts wherein become possible to support the students with knowledge of other languages to relate them to the target language they are learning. For instance, whether students may not understand the appropriate use of some tenses, then I can encourage them to relate the knowledge they have about other in that specific situation in order to comprehend that specific language issue.

9. INDEPENDENT LEARNING

A. Learner Autonomy

1. I can evaluate and select a variety of activities which help learners to reflect on their existing knowledge and competences.

I can. A relevant aspect in learning is the students become autonomous on their own learning. Given the fact that, learning English as a foreign language is demanding one it is crucial the students become aware of the development of it. In this sense, I may evaluate certain activities that fit to the students' level and needs in order to reach the purpose that is expected the students achieve. To illustrate, whether I had a group of students of seventh grade, then I have to evaluate what could probably the most accurate activities to the students develop the communicative competence when talking in real contexts (a tourist, in the airport,

and so forth) and supported by their previous knowledge (giving and asking information, and so on.) Moreover, I have to evaluate those activities to increase students' curiosity for developing their language and personal competences in order to have positive results. Furthermore, I may select activities like dialogs, discussions, listening activities performed by native speakers, reading activities in which the learners enrich their spoken and written discourse and their vocabulary. Additionally, use of groups of work in order to the students have the chance to practice what they have learned. As a result, the learners develop self-autonomy while they learn the language.

2. I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles.

I can. Given that, the main learning style is the visual one, I can select activities with other type of learning styles in order to the learners may employ other ones while reflect on their individual learning process. Therefore, I may select activities supported by colorful and interesting images besides mind maps, graphic organizers, charts, posters, gestures, videos, listening activities, read aloud, flashcards, puzzles, and so forth in order to the students become comfortable at the moment of develop any activity and become familiar with the other learning styles and provide them with facilities to perform an activity. For instance, I may ask the students use graphic organizers in order to the learners understand and comprehend a topic at the same time they are aware of type of strategies they may use to solve a situation.

3. I can guide and assist learners in setting their own aims and objectives and in planning their own learning.

I can. One of my roles as a teacher is promote autonomy and critical thinking in the students in order to them increase awareness about their own aims and objectives and providing them with relevant tools in order to the students achieve those aims and objectives. Hence, I may assist the learners with activities in which they have the chance for trace their own objectives. For instance, I may ask the students practice new vocabulary for about two weeks about any specific category they are interested in. Besides, I would assist them in the process in order to provide progress while they perform it. Furthermore, I may encourage students to practice autonomously listening comprehension supported by movies, songs, and so on and I may assist them by providing material and strategies in order to the students get the expected outcomes.

4. I can evaluate and select tasks which help learners to reflect on and develop specific learning strategies and study skills.

I can. Before select the tasks for that purpose I have to evaluate the student's' level, and students' needs since those aspects are crucial in order to provide the learners with appropriate tasks. Additionally, considering that the purpose is the students reflect and develop specific learning strategies and study skills, it is relevant consider the student's age too. Therefore, whether I select tasks for students in fifth grade then I have to select texts which becomes comfortable to the learners in order the students may get familiar with the type of text and increase their motivation for using strategies to reflect in their learning process. For instance, I may provide students with predicting information of a text, inferring, previewing, guessing word meaning, and so forth in order to the learners becomes aware of the intention of the text and develop their critical thinking. Moreover, I can select tasks in order to the students develop the writing skills such as activities in which the students practice

cause and effect, comparison and contrast, depending the student's level I can ask the learners to write short stories, essays, journals in order to them practice writing supported by word transitions and so on.

5. I can assist learners in choosing tasks and activities according to their individual needs and interests.

I can. As teacher, I may recommend the students to choose the tasks and activities that contribute in their learning process. For instance, whether a student wants to ameliorate their pronunciation then I can recommend movies, songs, karaoke, and so forth. However whether the student want to improve writing then I can recommend create a journal, write stories about the family, their hobbies and habits in order to the students develop the language and employ topics they are interested in and they enjoy. I may also suggest the students several games in order to improve vocabulary and so on.

6. I can help learners to reflect on and evaluate their own learning processes and evaluate the outcomes.

I can. I may do this supported by oral presentations in order to the students reflect and realize what they have achieved and what they need to improve on. Furthermore, I may ask questions about any specific language topic supported by an activity in order to provide learners have reached what expected.

B. Homework

1. I can evaluate and select tasks most suited to be carried out by learners at home.

I can. Due to, an appropriate employ of homework is beneficial for students I may ask the students to execute specific activities at home. According to Schrat (2013), “(...)

When utilized properly, homework can be a valuable tool for reinforcing learning that takes place in the classroom” p. 169. Additionally, Vatterott cited in Schrat (2013) states that there are “five fundamental characteristics of good homework: purpose, efficiency, ownership, competence, and aesthetic appeal” p. 174. In this sense, I may ask the learners to carry out tasks in which they have to talk or to write about any specific topic related to the class of that day or making connection with the topic for next class. For instance, whether the class was about simple past then the students should talk next class about past event of their own (what they did last weekend, after last class, etc.), in order to the learners practice the language and make connection with the next language topic.

2. I can set homework in cooperation with learners.

I can. Given that, students learn also while they are with other students I may to take advantage of that in order to the students prepare short dialogs (depending student's level), , debates, and perform that in class. Additionally, the students may write and give their own opinions or point of view about any specific topic related to the language by a social network group assisted by the teacher who in the next class might ask certain students to talk in the classroom about what they talked about in the activity carried out by the network.

3. I can provide necessary support for learners in order for them to do homework independently and assist them with time management.

I can. Considering the amount of diverse resources and tools currently technology provide the society and in this case education, I can support the learners in order to them accomplish homework by themselves. For instance, I can support the students with web pages wherein learners may practice a specific language topic, I can also offer the students games with the purpose they practice the language. Besides, I can suggest the students perform an

activity employing educative platforms (Schoology, Edmodo, and so on.) However, when students were asked employ one of those resources they will have a limit of time to carry out the task or homework in order to the purpose of this becomes effective for their language learning. For example, the use of an educative page like Schoology offer the possibility of limiting the time for any activity, thus the students will have to do the homework or task before the given time becomes over. In this sense, I can assist the students with time management by using TIC.

4. I can assess homework according to valid and transparent criteria.

I can. In fact, the employ of criteria make the assessment of homework transparent but giving it an objective purpose in which it is carefully designed for the goal as a teacher want to achieve from the learners in order to the assessment of the homework becomes valid. As a result, as teacher I can consider the students have made progress in language learning. Under the circumstances, I can use criteria considering students level and the task they were asked to accomplish.

C. Projects

1. I can plan and manage project work according to relevant aims and objectives.

I can. Due to, project work are essential in order to the learners develop certain characteristics and acquire experience and aptitudes when are faced with those type of works, I may manage project works by following relevant aims and objectives. However, I consider that there are other type of projects I do not have a vast experience and I would not be able to guide students on them, but I have basic knowledge about it and it support me in order to manage one and support my future knowledge about it. Moreover I can enquire for

information or asking for advice and recommendations from colleagues in order to have coherent outcomes in relation to the aims and objectives of the project work.

2. I can plan and organize cross-curricular project work myself or in cooperation with other teachers.

I can. Given that, in certain cases it is crucial cross- curricular work, I may work by myself developing one. However, there are specific cases wherein it was necessary to work cooperatively with other facilitators in order to enrich the purpose of the cross-curricular project work. Therefore, depending on the type of purpose for planning and developing a cross-curricular project work, I may consider the type of support I might need.

3. I can assist the learners in their choices during the various stages of project work.

I can. One of my roles as a teacher is assist the learners while performing any type of activity or work. Under that condition, considering project work demands follow certain stages in order to accomplish an efficient product, I am able to assist and support the students during certain stages of project work in which learners requires advice, recommendations, and so forth. For instance, the accurate use of verbs, cites, paraphrasing, and so on.

4. I can encourage learners to reflect on their work (diaries, logs etc.).

I can. I may guide learners to reflect on their work given that, it contributes the students strengthen their competences and abilities when learning the language and learning as a whole. Additionally, I may support the reflection on their work (journals, reflections, and so on.) with strategies in order to the learners become aware of the own learning process.

5. I can help learners to use relevant presentation tools.

I can. Considering students currently employ technology for many purposes (personal and academic purposes), I can encourage students to employ certain software in order to the students have different options for creating presentations. For instance, I may assist learners with PowerPoint but explaining before how it works. Moreover, I can suggest the students employ Prezi as a tool for create online presentations and how to save it on a computer from the web. However, I also would explain the learners the advantages and disadvantages of that software in order to the students become aware of the use of it. Other program students could employ is PowToon wherein the learners may explore the program and produce suitable presentations. As a result, the students would have several alternatives while prepare a presentation.

6. I can assess the process and outcome of project work in cooperation with learners.

I can. Given that, it is essential to provide the students are progressing while working on projects and in other academic situations, I may employ several fashions for assessing the process of students. In this way, I can do this in cooperation with students; for instance, supported by debates about the project and how the process is going? Additionally, I am able to encourage the students to analyze critically how they consider is missing to the process and how they may find other alternatives in order to accomplish the project.

D. Portfolios

1. I can set specific aims and objectives of portfolio work (for coursework, for continuous assessment etc.).

I can. Due to the fact that, portfolio work is a relevant tool for plan several teaching and learning aspects, I may set aims and objectives for coursework when are specific goals

for an issue related to the language or learning. For instance, whether as a teacher I want to know at a final of a term students' progress in speaking and pronunciation then I would set specific objectives in order to achieve that learning goal. Moreover, I may do that with discipline, and so forth.

2. I can plan and structure portfolio work.

I can. According to my interests and expectations, I can plan and structure portfolio work in order to achieve a specific goal. For example, whether my interest is collect physical information about achievements of learners, then I may collect assessments in order to analyze them and make improvements when necessary. Moreover, I can plan whether it do monthly or annually.

3. I can supervise and give constructive feedback on portfolio work.

I can. Given that, portfolio work is a tool for collecting information about students learning process in order to learners reflect on their process and improve when necessary, I may supervise it in order to consider structure a plan for assist the students on aspects they might have failed. Afterwards, I may give learners feedback on portfolio work in order to the students overcome difficulties from the learning process.

4. I can assess portfolios in relation to valid and transparent criteria.

I can. Given that, portfolios are a relevant aspect in learning, I may use valid and transparent criteria considering in advance the purpose as a teacher I seek to achieve from portfolios. Under the circumstances, I can employ valid and transparent criteria in order to assess portfolios.

5. I can encourage self- and peer assessment of portfolio work.

I can. Depending on the type of portfolio one are dealing with, I may encourage self and peer assessment of portfolio work. For instance, whether peers assessment are essential in order to deal with portfolio work about students' progress in language, then I may encourage learners to make reflections cooperatively in order to make productive time and make students aware of different advantages of work in group and support themselves when necessary. In this sense, peer assessment benefits students while working cooperatively. Conversely, whether the purpose is to deal with self-assessment then one may foster students to work by assessing their own portfolio work but increasing teacher assistance in order to learners attain the expected purpose by employing self-assessment.

E. Virtual Learning Environments

1. I can use various ICT resources (email, web sites, computer programs etc.).

I can. Despite the fact that, I do not have a varied knowledge about ICT resources, I may work with the most common one (e-mail, web sites, video projector, computer programs). In this sense, I can employ ICT resources in order to implement lessons, create activities, exercises (games, puzzles, crosswords, and so forth), and tasks for learners. Equally important, I may employ ICT resources for my work as a facilitator (send emails from colleagues, academic documents and so on). I may also use web sites to find relevant information in order to support my classes and assist the students. Supplementing, I may employ software for educative purposes in order to create relevant material in order to learners practice the language and improve it, thus I am able to use ICT resources in several

academic situations since those situations demand ICT support learning and teaching language in order to enrich the process.

2. I can advise learners on how to find and evaluate appropriate ICT resources (web sites, search engines, computer programs etc.).

I can. Considering at present time technology plays a crucial role in diverse society situations and fields; in fact, in learning a second or foreign language, it is essential to encourage the students to employ ICT from a productive view. Accordingly, as a facilitator, I may advise students in relation to ICT resources since it is crucial make students aware of relevant resources in order to the students find efficient information and do not waste valuable time while searching for.

3. I can initiate and facilitate various learning environments (learning platforms, discussion forums, web pages etc.).

I can. One of the purposes when teaching and learning is the employment of several learning environments in order to create an atmosphere of creativity, motivation, curiosity and so on. Consequently, it is indispensable encourage the students to explore other learning environments and it may possible whether the teacher facilitates the process. In this sense, I can create situations in which the students may practice the language in learning platforms like Edmodo, Moodle, Schoology, and so forth; besides, these learning environments create cooperative learning and students are exposed to new learning situation while learning the language and develop new abilities and employ technology from a productive fashion. Additionally, students have the chance of communicating with the facilitator and peers and share relevant information altogether.

F. Extra-curricular Activities**1. I can recognize when and where the need for extra-curricular activities to enhance learning arises (learner magazines, clubs, excursions etc.).**

I can. Given that, in specific situations students may get unmotivated or exhausted because of learning monotony or large periods taking a class, I may consider and recognize the need for extracurricular activities. Therefore, I can plan go with students into a library in order to them experience other learning environment and read about any specific topic but in the foreign language. Nevertheless, it would be possible according to student's level, but with other type of population like beginners, I may employ arts in order to learners practice the language while having fun. For instance, while students painting anything, they learn colors names while whether the activity is painting parts of the house they can learn the proper pronunciation and learn each part of it.

2. I can set aims and objectives for school trips, exchanges and international cooperation programs.

No, I cannot. Despite the fact that, I have a rudimentary knowledge of the design of aims and objectives, I consider it is not enough for working on these type of events since these projects demand people who have some background and expertise on the matter in order to offer quality in the process. Therefore, I do not have the required knowledge to make or participate in this type of work; however, my purpose is to learn about these type of projects in advance in advance from an autonomous fashion.

3. I can help to organize exchanges in cooperation with relevant resource persons and institutions.

I cannot. Given that I do not have any expertise in these type of exchanges besides I have not had any guidance in this events organized in educational institutions.

4. I can evaluate the learning outcomes of school trips, exchanges and international cooperation programs.

I can. I consider that whether these type of projects follow certain standards to evaluate these projects I may evaluate the learning outcomes of school trips, exchanges, and international cooperation programs. Conversely, I consider it would be relevant to know enough about the evaluation of a project in order to evaluate from an objective fashion. In short, I may evaluate them, but following certain quality guidelines that lead to the success of the specific project or objective.

10. ASSESSMENT OF LEARNING

A. Designing Assessment Tools

1. I can evaluate and select valid assessment procedures (tests, portfolios, self-assessment etc.) appropriate to learning aims and objectives.

I can. According to students' level and needs, I can evaluate assessment procedures through games in the classroom. Similarly, I may implement assessment through activities related to the language concerning at a specific part of the learning process. Moreover, I can ask to the learners to have a portfolio that include homework and exercises in order to assessment does not produce anxiety in the students. Finally, I can use students' interactions, listening activities, as relevant assessment procedures to assess the learners.

2. I can negotiate with learners how their work and progress should best be assessed.

I can. In certain cases it is appropriate to talk with learners in order to negotiate with them how their work and progress should best be assessed; nonetheless, being assessment a fundamental component in students' learning process, it is essential to consider the type of population that one might negotiate with in order to benefit students and not affect their learning process. For instance, I cannot negotiate with primary learners how their work and progress should best be assessed since in most of the situations students probably would request to be assessed over certain aspects that are not beneficial for their learning process. Therefore, it is crucial to consider students' level in order to take relevant decisions.

3. I can design and use in-class activities to monitor and assess learners' participation and performance.

I can. It is essential to use in-class activities to provide evidence students have understood or learnt a theme and one can move to the next one. Moreover, it provides practice and according to the outcomes one may do improvements about a specific topic wherein students have hindrances.

B. Evaluation

1. I can identify strengths and areas for improvement in a learner's performance.

I can. Despite that learners have weaknesses, they also have strengths that I may employ supported by relevant material and proper strategies that assist learners in improving their learning performance according to student's needs or situation, For instance, if a student has strengths learning through practice, then I can use activities in which the learner experience what they are learning through real context. Consequently, learners have the

chance of improving learning through experience and become aware of certain mistakes they might have made before.

2. I can assess a learner's ability to work independently and collaboratively.

I can. Due to it is crucial the learners work sometimes individually, I can assess a learner's ability to work in an independent way through homework, a listening activity related for instance to future tense, past tense, vocabulary items, and so on. Similarly, I can assess the learners independently through written activities. For instance, after a reading comprehension activity, I can ask the students make a summary related to what they have just read individually. On the other hand, I can assess learners working collaboratively from this same activity, since I can ask the students make a poster and explain it to the class. In this sense, I can assess the role of each student working cooperatively.

3. I can use the process and results of assessment to inform my teaching and plan learning for individuals and groups (i.e. formative assessment).

I can. In order to reflect on my teaching process and take relevant decisions that benefit the learning process, I may use the process and assessment results to implement different tasks and activities that offer veridical information on students' performance. In other words, whether I want to know learners have learned the difference between past simple and past perfect, then I can design activities such as dialogs, roundtables, discussions, and so forth in which learners must employ those tenses and prove they have reached the goals. As a result, I can consider if it is needed to take decisions for making improvements or go to the next stage.

4. I can present my assessment of a learner's performance and progress in the form of a descriptive evaluation, which is transparent and comprehensible to the learner, parents and others.

I can. Given the fact that in some cases it is necessary to inform students' performance to parents, students and others, I may present transparent and descriptive evaluation in order to inform student's achievements in the learning process. Subsequently, I may present it by giving clear information about each relevant aspect that may be of interest for the people who have interested on such information, including scores, type of format employed to assess the students, topics involved in the assessment, terms of criteria, language skills, and so on.

5. I can use appropriate assessment procedures to chart and monitor a learner's progress (reports, checklists, grades etc.)

According to Shaaban (2005, p.34-35), in order to assessment does not increase anxiety in the learners, it is essential to consider the type of tools and procedures one is going to employ to assess the students' achievements and improvements in the language. In this respect and in order to monitor students' progress, I can use different procedures, for instance, I may use observations of students' interactions, videos when students have dialogs or discussions, assignments, activities performed in class and learning journals. In consequence, I can use that information as data collection as evidence about learners progress and if it is necessary to use it to make improvements where learners have difficulties.

6. I can use assessment scales from the Common European Framework of Reference.

I can. Given that the Common European Framework of Reference provides assessment scales, I may employ them to assess students in a specific component.

Nevertheless, to use those assessment scales, it is crucial to consider both students' level, and students' needs. For instance, if the idea is the learner progress in listening comprehension, then I can support the assessment of those language abilities by employing the descriptors that fit with the learners' level. That is to say, according to the purpose that I consider crucial for students improvements at a specific part the process of learners, I can use assessment scales from the Common European Framework of Reference.

7. I can use a valid institutional/national/international grading system in my assessment of a learner's performance.

Due to the context has to do with the type of grading system and how it changes according to the institution, it is fundamental to consider this to implement valid grading system to assess learners' performance. Under those circumstances, Witte (2010) states that there are some educational processes that as teaching and learning are relevant aspects of all cultures. Those educational processes also become essential to respond to demands that suit according to the cultural purposes. That is to say, that different educational resources and tools are probably essential cultural aspects; thus, grades become cultural instruments. In this sense, I can use valid assessment grading system to assess learners' performance but considering the context or culture and the institution requirements.

8. I can assign grades for tests and examinations using procedures which are reliable and transparent.

I can. In order to have relevant evidence the students have made achievements in their learning process, I can assign grades for tests using procedures which become reliable and transparent; such as, scoring rubrics with a clear set of descriptions of levels of performance

that match with the items being evaluated. Analogous to that, I can also use multiple choice questions by using clear information about what I want the students achieve. For instance, if the purpose is to evaluate reading comprehension about a specific text, then I should implement clear information to the procedure become transparent and reliable.

C. Self- and Peer Assessment

1. I can help learners to set personal targets and assess their own performance.

I can. According to McMillan and Hearn (2008), learners self- assessment encourage students to be aware of a range of strategies they may use to monitor and at a time improve on their own academic development. Comparatively, learners may consider when is relevant to employ those strategies in their process. In the same fashion, the authors assert that the use of those strategies by the students encourage them to become more autonomous and more devoted with their own learning process and outcomes. Moreover, learner self-assessment demands that facilitators learn to guide the students through the process by giving examples of goal setting, evaluation, reflection and strategies regulation. On the other hand, the authors affirm that learners who consider that they can successfully perform a task become more motivated. Therefore, given that the assistance to learners to set personal aims and assess their own performance boost students' awareness about their own learning development, I can assist learners to set personal goals and assess their own process. To demonstrate, I can monitor the students while they set their own goals, I can also provide to them with reflections about their learning process supported by aspects such as *I have made improvements on... I need help with...* and so forth.

2. I can help learners to engage in peer assessment.

I can. Rodilla (2007) comments that peer- assessment is an aspect that contributes to learners' motivation, increase self-worth and stimulates critical thinking. Additionally, peer-assessment is appropriate to assess the efforts of individual performance to the group work. Given these point, I can help learners to engage in peer assessment by giving them the appropriate tools to work on. Furthermore, I can do this to generate social skills and collaborative work. That is, I can support students to develop their learning potential by working with others while they simultaneously are learning through the process and they are developing social abilities.

3. I can help learners to use the European Language Portfolio.

Given that, I do not have any knowledge about this document, I currently cannot support learners to use it. However, considering that as a teacher I might be exposed to different educational contexts, I will explore the document in order to be able to help learners to use it from a proper fashion hereafter.

D. Language Performance

1. I can assess a learner's ability to produce a spoken text according to criteria such as content, range, accuracy, fluency, appropriacy of register etc.

Given that, learners should be exposed to spoken language in order to become able to hold a conversation in real-time, I can assess students' ability to produce a spoken text supported by criteria and aspects related to what will be assessed. For example, if the intention is to consider if learners have proficiency in content, fluency, and appropriacy of register then I can assess the students according to those aspects.

2. I can assess a learner's ability to produce a written text according to criteria such as content, range, accuracy, cohesion and coherence etc.

I can. I may assess students' ability to produce a written text on some specific aspects supported by criteria. To illustrate, if the learners should write an essay, then I can assess their written production designing a rubric with certain criteria in order to the work includes students' awareness related to coherence, punctuation, layout, and so forth. In this sense, the students develop appropriately the requirements that are essential to writing an essay paper.

3. I can assess a learner's ability to understand and interpret a spoken text such as listening for gist, specific or detailed information, implication etc.

Given that it is essential the students develop ability on this aspects, I can assess students through different activities and tasks such as, making relevant questions about the topic, highlighting main ideas about what they have listened, making discussions about the topic, etc.

4. I can assess a learner's ability to understand and interpret a written text such as reading for gist, specific or detailed information, implication etc.

I can assess a student's ability to understand and interpret a written text starting from activities such as working on graphic organizers, mind maps, summaries, discussions, if the case, by making oral presentations about the topic.

5. I can assess a learner's ability to engage in spoken interaction according to criteria such as content, range, accuracy, fluency and conversational strategies.

I can. In this circumstance, I can assess student's ability in spoken interaction by employing discussions, dialogs, round table and oral presentations that cover aspects such as

fluency, content, accuracy, etc. However, I can do this by considering the student's level and needs to make it transparent and achievable.

6. I can assess a learner's ability to engage in written interaction according to criteria such as content, range, accuracy and appropriacy of response etc.

I can. I can assess the students in those abilities by implementing tasks such as asking learners write mails, applications for jobs, and so forth. In this respect, the students should constrain to some specific requirements. Consequently, I can use criteria to consider the aspects that will be assessed.

E. Culture

1. I can assess the learners' knowledge of cultural facts, events etc. of the target language communities.

I can. Certain resources to assess learner's knowledge of cultural facts of the target language is through oral presentations in which the students should talk about an event or customs belong to the culture the target language. Additionally, I can assess the students through the performance of a dialogue related to the culture of the target language in which several students participate on it by using aspects of that culture.

2. I can assess the learners' ability to make comparisons between their own and the culture of target language communities.

I can assess the learner's' ability to make comparisons between their own and the culture of target language communities through role plays where some students perform a situation related to the culture of the target language and other student about the own. Moreover, I can assess learners through argumentative essays in which they may write respectfully about both cultures.

3. I can assess the learner's ability to respond and act appropriately in encounters with the target language culture.

I can. As a teacher of a foreign language, I should support students with essential information in order to they may respond and act appropriately when they are exposed to the target language culture. With this in mind, I can assess the students through role plays and dialogs where learners become aware of different aspects of the target language culture and how to behave when it happens.

F. Error analysis

1. I can analyze learners' errors and identify the processes that may cause them.

I can analyze students' errors from collected evidence through homework, tests, activities, and so on and straightaway, I can identify the error. For instance, if the pattern of simple past (*ed*) is repeated several times in the collected evidence, then I have to consider if the problem is probably related to the teaching, methodology issues or learners' lack of topic understanding, etc.

2. I can provide constructive feedback to learners concerning their errors/interlanguage.

For the purpose of students improve on aspects they are probably having difficulties, I can provide constructive feedback. For example, if the students are having problems with false cognates and in order to avoid giving direct feedback I can use strategies in which they realize where they are committing the error (using written activities where false cognates are included, etc.) In contrast, if those strategies do not work, then I should give them constructive feedback making more explicit the errors they have made.

3. I can deal with errors that occur in class in a way which supports learning processes and communication.

To deal with errors that occur in class, I can use different strategies such as writing activities, games, dialogs, reading activities in where students may find contextualized the appropriate function of any language aspect in which they are having problems. However, at some situations it is indispensable tell learners why or where they are having the error since some particular times the students are not aware of it through activities or different tasks.

4. I can deal with errors that occur in spoken and written language in ways which support learning processes and do not undermine confidence and communication.

I can. Considering that direct feedback may affect students' confidence and communication, I can provide feedback to students after the learners have performed a task. To illustrate, if students make errors while they are performing a spoken interaction, then I have to let the student continue with the activity. However, when the learner finish the spoken activity I should correct it through a rubric where the students realize the type of errors were made. Besides, I can do this by asking the student reflect on some parts of their spoken interaction where he /she consider could have made errors. In this respect, the students

become aware of the aspects they should consider in order to make improvements in the spoken language. On the other hand, if the errors learners make are similar, then I can give a general feedback by asking all the students for a specific error they probably made when performing the activity. For instance, if most of the students instead of using the plural 'children' they employed it with an 's' at the end of the word, then I can ask the class which one of the two options do they consider is appropriate for the plural of the word *child*. In short, I can deal with errors students make in class by considering the error frequency made in the performance of a task. In this sense, I can consider to provide either general feedback or give it individually.

11. CONCLUSIONS

The present project aimed at encouraging the student teacher to reflect on essential aspects of teaching where the facilitator has been exposed during her training teaching development. The work was conducted through 193 descriptors concerning to teaching aspects. On the other hand, there were some difficulties through the development of this document, such as the time to fulfill the purpose of this project. In like manner, there were certain cases wherein the limited knowledge about some specific language aspects was a challenge in order to advance in the development of this work. Similarly, the questions had some similarities, thus, I had to consider the main information of the question to develop this. In contrast, I had the chance to be aware of those language aspects and accomplish this work according to the objectives proposed to conclude it. In brief, the development of this work was relevant enough to consider some language and teaching aspects that are crucial in my role as a teacher.

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